

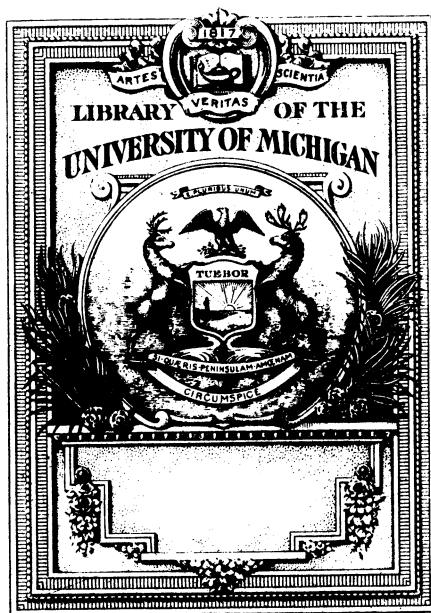

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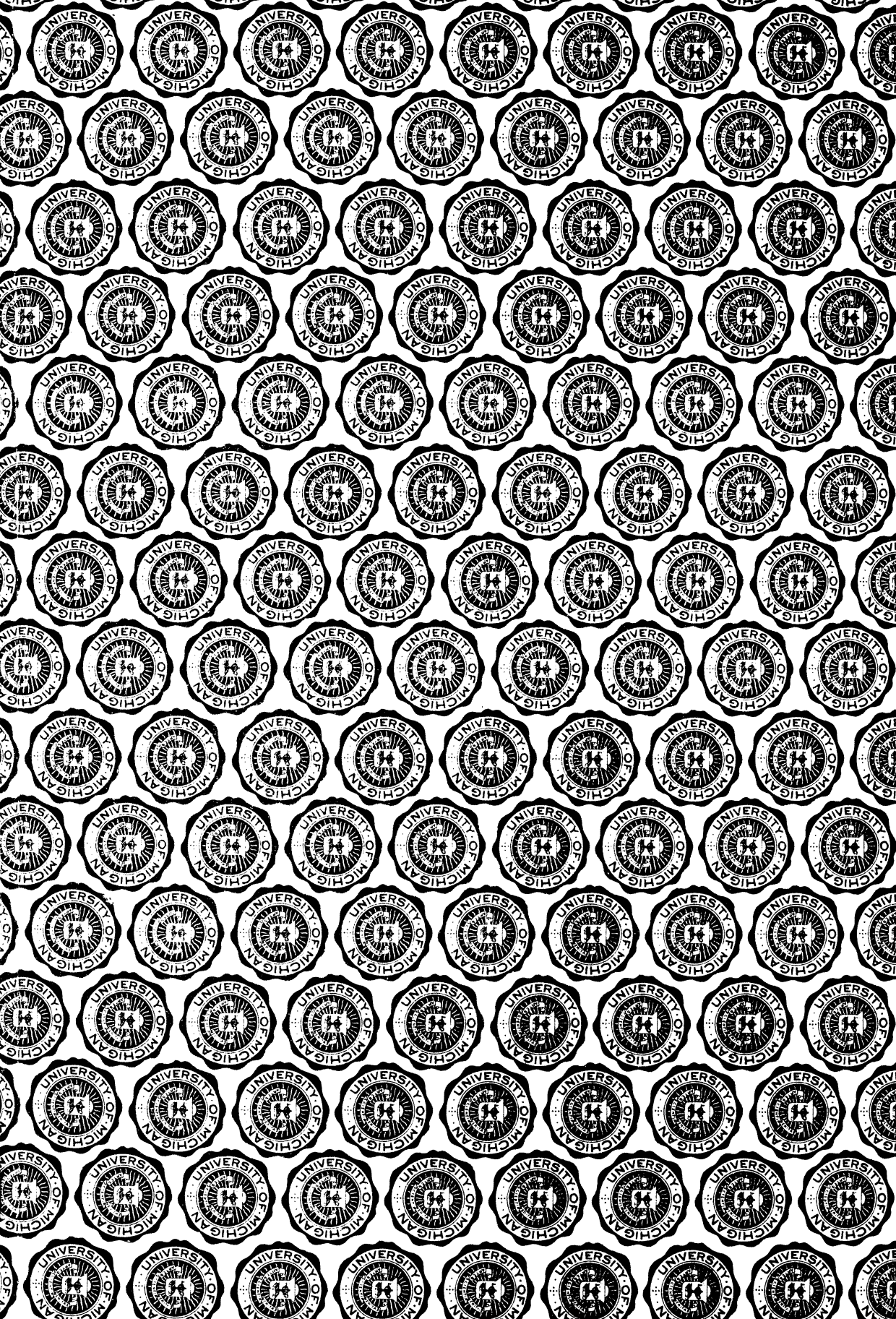
FEDERATED ISLANDS
BUREAU
OF
EDUCATION
ANNUAL REPORT
1920-23



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THE GOVERNMENT OF THE PHILIPPINE ISLANDS
DEPARTMENT OF PUBLIC INSTRUCTION
BUREAU OF EDUCATION

**TWENTY-FIRST ANNUAL
REPORT OF THE DIRECTOR
OF EDUCATION**

JANUARY 1, 1920, TO DECEMBER 31, 1920



MANILA
BUREAU OF PRINTING
1921

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TWENTY-FIRST ANNUAL REPORT, BUREAU OF EDUCATION, 1920.]



Fourth-grade girls dancing the Carifiosa, annual Playground Day demonstration, Manila.

THE GOVERNMENT OF THE PHILIPPINE ISLANDS
DEPARTMENT OF PUBLIC INSTRUCTION
BUREAU OF EDUCATION

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TABLE OF CONTENTS

	Page.
INTRODUCTORY STATEMENT.....	9
A Year of Decided Progress.....	9
Inspection Trips	9
Public Instruction Far from Being General.....	10
Recommendation of Finance Commission.....	10
Sentiment in Favor of Increased Taxation	11
Fixed Revenues for Provincial Schools Needed.....	11
Creation of Provincial School Fund Asked For.....	12
Number of American and Filipino Teachers.....	12
Work Affected by Withdrawal of American Teachers.....	12
American Men Teachers Scarce.....	13
Filipino Men Teachers More Plentiful.....	13
New American Teachers.....	13
More Teachers Qualify in Examinations.....	13
Better Salaries for Municipal and Other Teachers.....	13
Improvement in Scholarship of Filipino Teachers.....	14
Number of Public Schools	14
New Schools.....	15
Enrolment in Public Schools	15
THE EXTENSION PROGRAM.....	15
Causes Increase in Number of Schools and in Enrolment.....	15
Annual Increments from Act 2782.....	15
Distribution of 1920 Increment.....	15
Plans in Connection with Extension Program.....	15
Results Have Been Surprising.....	16
People Have Been of Great Assistance.....	16
Biggest Problem in Connection with Extension Program.....	16
Legislature Helps.....	17
The Next Three Increments from Act 2782.....	17
Goal Will Not Be Reached at End of 1923.....	17
There Will Still Be 800,000 Children without Privileges of Elementary Instruction.....	17
Legislation for Further Extension Will Be Needed.....	18
MAKING ENGLISH THE ONLY OFFICIAL LANGUAGE OF THE PHILIPPINES.....	18
Adoption of English Thought Necessary to Interests of Fili- pinos	18
Majority of People Approve of Use of English.....	18
May Become Official Language by Force of Circumstances.....	18
In Philippines, English is Spoken More than Spanish.....	19
Filipinos Who Travel Abroad See Value of English.....	19
"The Language of the Blue Dominions".....	19
Inter-Alumni Union for Use of English.....	19
Interesting Comment on Use of English in Philippines.....	19
Significant Announcement Made to American People.....	20
Mr. Quezon Speaks in Favor of Use of English.....	20

Philipine Bureau of Education
 Manila, Philippines

	Page.
THE PUBLIC SCHOOLS AS COMMUNITY CENTERS	21
Schools Now of Great General Service	21
Help Promote Civic Enterprises	21
Are Centers for Civic, Educational, Social, and Other Occasions..	21
Lectures Given by School Men.....	22
Night Schools and Night Classes.....	22
Evening Study Classes.....	22
School Buildings and Grounds as Models for Communities.....	22
Industrial Work for Comfort of People	22
Influence of Schools of Agriculture	22
School and Home Gardens.....	22
School Nurseries and Tree Planting.....	23
Agricultural Clubs.....	23
School Nurses and Physical Education.....	23
Dental Clinics and School Dispensaries.....	23
School Libraries	23
Distribution of publications	23
Other Activities.....	23
OUR TEACHERS—THEIR TRAINING AND THEIR COMPENSATION	24
Agencies for Training of Teachers for the Service.....	24
College of Education and Normal Graduates.....	24
New Normal Schools and Normal Courses.....	24
Yield of Teachers from Normal Courses Very Small.....	24
Employment of Untrained Teachers.....	25
Agencies for Training of Teachers in the Service.....	25
Vacation Assemblies.....	25
Summer Schools.....	25
Normal Institutes.....	25
Model Classes.....	26
Supervision	26
Reading Courses and Teachers' Meetings.....	26
Teacher Pensionadoships.....	27
Better Facilities Needed for Training of Teachers for the Service	27
Greater Permanency in Teaching Force Desired.....	27
One Effective Way of Encouraging Permanency.....	27
People of World More Conscious of Society's Debt to Teachers...	28
Salary Increases in Philippines Not Large Enough.....	28
Difficult to Obtain and to Hold American Teachers.....	28
Playing a Losing Game.....	28
The Only Remedy.....	29
ACADEMIC INSTRUCTION	29
Being Kept up to Standard.....	29
Percentages of Promotions and Academic Work.....	29
Things That Helped the Work during 1920.....	30
Effect of Supervision on Academic Work.....	30
Close Supervision Necessary.....	30
Efforts to Improve Supervision.....	30
The Successful Supervisor.....	30

ACADEMIC INSTRUCTION—Continued.**Page**

Teaching of English a Big Problem.....	80
Imperfect Speech Naturally Expected.....	81
Aim to Give People a Common Language.....	81
Improvement in Language Attainments.....	81
An Interesting Comparison.....	81
Cultivation of Reading Habit.....	82
Value of Story-Telling.....	82
Experimental Course in Extensive Reading.....	82
Civics, Hygiene, and Sanitation.....	33
Significant Changes	33

INDUSTRIAL INSTRUCTION

Required Part of School Curriculum.....	84
Work of Boys and Work of Girls	84
Commercial Work.....	84
Large Increase in Production.....	84
Teachers of Industrial Work.....	85
More Teachers Needed.....	85
Supervision of Industrial Work.....	85
Traveling Industrial Teachers.....	85
Model Industrial Classes	85
Industrial Contests.....	86
Work Taught Determined by Local Conditions.....	86
Provision of Materials and of Equipment.....	86
Designs	86
General Sales Department.....	87
Trade Schools and School Shops.....	87
Shop Work in Other Schools.....	88
Basketry	88
Hat Making.....	88
Bamboo-Rattan Furniture Making.....	38
Plain Sewing.....	38
Cooking and Housekeeping.....	39
Embroidery	39
Lace Making.....	40

PHYSICAL EDUCATION

Required in All Public Schools.....	40
Work Outlined in New Teachers' Manual.....	40
Time Requirements.....	41
Training Teachers for the Work	41
Physical Education in Manila.....	41
Interest in Athletics	42
Athletic Contests.....	42

AGRICULTURAL ACTIVITIES OF THE PUBLIC SCHOOLS

Continue to Grow in Importance.....	43
Schools for Study of Agriculture.....	43
Agricultural Schools	43
Farm Schools.....	44
Settlement Farm Schools.....	44
Plans for Extension of Agricultural Education.....	44

AGRICULTURAL ACTIVITIES OF THE PUBLIC SCHOOLS—Continued.		Page.
The De Guzman Bill.....		45
Secondary Course in Farm Management.....		45
Gardening		45
School Nurseries.....		45
Agricultural Clubs.....		46
Animal Husbandry.....		46
Emphasis on Food Production.....		46
Teachers of Agriculture.....		46
Schools Help Homesteaders.....		46
Summary		47
NEW RURAL SCHOOL PROGRAM.....		47
Involves Much Broader Plans.....		47
Four Types of Rural Schools Needed.....		47
Much of Work Yet in Experimental Stage.....		48
EDUCATION AMONG NON-CHRISTIANS.....		49
Our Chief Task among non-Christians.....		49
New Schools in non-Christian Provinces		49
Total Number of Schools in non-Christian Provinces.....		49
Enrolment in non-Christian Provinces.....		49
More Mohammedan Girls in School.....		49
Teachers in non-Christian Provinces.....		50
Teachers Taking up Homesteads		50
Attainments of Teachers in non-Christian Provinces.....		50
Salaries of Municipal Teachers in non-Christian Provinces.....		50
Reaching the People of Remote Regions.....		51
Settlement Farm Schools among non-Christians.....		51
Vast Amount of Work Yet to Be Done.....		51
INSULAR SCHOOLS OF SPECIAL TYPE.....		51
Philippine Normal School.....		52
Central Luzon Agricultural School.....		52
Philippine School of Arts and Trades.....		53
Philippine School of Commerce.....		53
Philippine Nautical School.....		53
School for the Deaf and the Blind.....		54
SCHOOL LIBRARIES.....		54
Number and Growth.....		54
More Attention to Organization of Libraries.....		54
Change in Classification.....		54
Future Prospects.....		54
TEXTBOOKS AND PUBLICATIONS.....		55
Problem of Providing Suitable Textbooks.....		55
Bureau of Education Publications.....		55
Material Printed in the General Office.....		56
SCHOOL BUILDINGS AND SCHOOL SITES.....		56
More Buildings Despite Restrictions.....		56
Better Prospects for 1921.....		56
Concrete Construction Encouraged.....		56
Buildings under Construction.....		57
Projects to Be Undertaken.....		57

SCHOOL BUILDINGS AND SCHOOL SITES—Continued.	Page.
Plans for Other Buildings.....	57
Teachers' Cottages.....	57
Standard Plans.....	57
Number and Classification of Buildings	59
Buildings Rented.....	59
Acquisition of School Sites.....	59
Number and Classification of School Sites.....	59
Surveying School Sites.....	59
Financing Building Projects.....	60
Insular Appropriation.....	60
Loans to Provinces and to Municipalities.....	60
Voluntary Contributions.....	61
SCHOOL FINANCES	61
Sources of School Funds.....	61
Insular Appropriations.....	61
Insular Expenditures.....	62
1919 Figures for Local Expenditures.....	63
Provincial Expenditures.....	63
Municipal Expenditures.....	64
Voluntary Contributions.....	64
Decrease in Provincial and Municipal Support of Schools.....	64
Legislation Needed.....	65
APPENDIXES	79
Bureau of Education Personnel.....	79
Statistical Tables.....	82
1. Schools, Enrolment, Attendance, and Percentages of Attendance	82
2. Enrolment by Grades and by Sexes.....	84
3. Enrolment of Secondary Students by Courses.....	90
4. Enrolment of Intermediate Pupils by Courses.....	98
5. Enrolment, Pupils Dropped, and Percentages of Pupils Dropped	102
6. Promotions of Pupils.....	106
7. Percentages of Pupils Promoted.....	110
8. The Average Number of Pupils per Teacher.....	116
9. Classification of Teachers	118
10. Attainments of Filipino Teachers.....	122
11. Average Monthly Salaries of Filipino Municipal Teachers..	124
12. Percentages of Filipino Municipal Teachers Receiving Certain Monthly Salaries.....	126
13. Libraries	128
14. Agricultural Schools.....	136
15. Farm Schools.....	138
16. Settlement Farm Schools.....	140
17. Agricultural Clubs.....	142
18. School and Home Gardens.....	146
19. Garden Days	148
20. Nurseries	149
21. Industrial Production.....	150

APPENDIXES—Continued.

Statistical Tables—Continued.

	Page.
22. Voluntary Contributions	154
23. Medical and Dental Examination of Pupils.....	156
24. School Sites.....	158
25. Permanent, Mixed-Material, and Temporary Buildings.....	160
26. Insular Aid for School-Building Construction.....	164
27. Total Expenditures for School Purposes.....	165
28. Operation Statement for 1920.....	166
29. Insular Expenditures.....	172
30. Summary of Property Transactions and Statement of Sales	173
31. Insular, Provincial, and Municipal Expenditures for Edu- cation during the Period 1912 to 1919.....	174
32. Insular, Provincial, and Municipal Expenditures by Provinces	174

TWENTY-FIRST ANNUAL REPORT OF THE
DIRECTOR OF EDUCATION

MANILA, February 14, 1921

The Honorable

The SECRETARY OF PUBLIC INSTRUCTION

Manila, P. I.

SIR: In compliance with the requirements of law, I have the honor to submit herewith the Twenty-First Annual Report of the Director of Education which covers the calendar year 1920.

INTRODUCTORY STATEMENT

During 1920 the Philippine public schools made decided progress in spite of the adverse conditions confronting them. There was in evidence throughout the year an ardent interest in the cause of education. The people were never more

A Year of Decided
Progress

enthusiastic in their support of the public schools. The teaching force as a body exhibited an *esprit de corps* that was most commendable. The schools now face the future with bright prospects for even greater achievement.

During the year this Office kept in very close touch with the field. The 1920 inspection trips made by the Director, his assistants, and his representatives included visits to 45 school divisions.¹ Twelve of the divisions were visited

Inspection Trips

four or more times; 6 of them were visited three times; 10 of them were visited twice; and 17 of them were visited once. Twenty-three of the divisions were visited by the Director himself.

¹ At the end of the year, there were 50 school divisions. Of these 50 divisions, 41 were in charge of American superintendents, 7 were in charge of Filipino superintendents, 1 was in charge of an American principal teacher, and 1 was in charge of a Filipino head teacher.

The annual convention of division superintendents in Baguio last May was well attended. During the convention questions concerning academic and industrial instruction, physical education, supervisors and teachers, buildings and sites, and finance were intelligently discussed, and plans were made for the work of the coming school year.

Frequent visits of representatives of this Office to the school divisions is undoubtedly provocative of great good. As a general rule, the reports on these visits include detailed accounts of both the good and the bad impressions made upon the person or persons making the inspection. Copies of these reports are mailed back to the divisions visited, and there they are carefully studied by the teachers, the supervisors, and the administrators concerned, with the object of improving conditions that are not reported as being entirely satisfactory.

All of the representatives of this Office who visited the field during 1920 seemed to agree that as a general rule the interests of the schools are being well looked after and that, notwithstanding the fact that conditions were not always found to be what they should or could be, there were manifestations of advancement nearly everywhere.

Although popular education in the Philippines has made great strides since American occupation, it still has a long way to go before it becomes general enough to reach all the children of school age. In 1918, according to the census of that year, there were in these Islands 2,776,924 children between the ages of 6 and 17. In December, 1920, the total annual enrolment in all Philippine public schools was 935,678. These two figures show that at present we have only about one third of the children of school age in the public schools. Since the cost of operating public schools last year for this one third of the school population was approximately ₱18,000,000, it is not difficult to imagine what it would cost to operate enough schools for the entire school population.

In the autumn of 1920 the Philippine Finance Commission, in its recommendations to the members of the Philippine Legislature with reference to the question of increasing public revenues for the purpose of providing more liberally for the annual expense of operating public services, commented as follows on the present financial needs of public education:

The most competent and most conservative estimate of the annual cost of providing elementary schools for 2,000,000 children, and secondary and university instruction for the due proportionate numbers, . . . is—

For elementary schools.....	₱55,000,000.00
For normal and special schools.....	3,000,000.00
For secondary instruction.....	5,000,000.00
For university instruction.....	5,000,000.00
Total per annum.....	<u>68,000,000.00</u>

Expenditures for 1919 for elementary, special, and secondary instruction in schools under the jurisdiction of the Bureau of Education.....	13,789,809.00
Expenditures from public treasury for the University of the Philippines, fiscal year 1919.....	1,081,665.50
Total	14,821,074.50
Additional funds required.....	53,178,925.50

From the foregoing statement of cost of public instruction it appears necessary that there be provided on this account alone additional public revenues in the amount of ₱53,178,925.50.

In view of the impressive figure of increased public revenues necessary to provide elementary instruction for all children, and in due proportion secondary and university instruction, the Commission has felt it unnecessary to pursue inquiries as to even the approximate cost of extensions of the other public services

Apparently an immediate increase of 100 per cent in the public revenues would fall far short of being adequate to meet the necessary annual expense of public services , (calculating) upon a basis of the most rigid economy and highest efficiency

During 1920 many of our teachers did much to foster a sentiment among the people in favor of an increase in taxation for the purpose of providing larger sums of money for the support of the public schools. In numbers of cases teachers' organizations sent petitions to the legislators requesting them to authorize such an increase. We think that the teachers who took part in this endeavor to obtain greater financial support for public education did no more than what was in line with their duty as patriotic citizens. Since public schools are the very foundation of the national greatness of a country, their growth must be assured by more liberal provisions for their support.

For some time we have thought that the provincial governments should provide something more tangible in the form of fixed revenues for the support of provincial schools. At the present time provincial governments provide for this purpose only such amounts as the provincial boards see fit to allow in their annual budgets. In some cases these appropriations have been no more than enough to maintain buildings for school purposes. In other cases they have been more liberal. But on the whole, they constitute a variable and uncertain source of funds for the support of provincial schools. Consequently, on the recommendation of this Office, an active campaign was started during 1920 in all school divisions for the purpose of arousing interest in favor of legislation that would provide for the setting aside of a certain amount of provincial revenues for the support of the provincial high, normal, trade, and farm schools.

In regard to this question, the Philippine Finance Commission made the following recommendation to the Philippine Legislature last fall:

Public instruction being a public service and agency of fundamental import to national . . . government, it is evidently necessary that adequate safeguards be established to assure continuity in the maintenance of this service without exposing the present and . . . the future welfare of the country to grave prejudice by the contingency of intentional or unintentional failure to support secondary schools in accordance with the . . . progress of public instruction. Accordingly the Commission recommends that there be created a *provincial school fund* for the maintenance and extension of high schools—both academic and vocational.

The enrolment in provincial secondary schools has increased to such an extent that additional teachers have had to be assigned to these schools. In a few cases the additional teachers required have been teachers who are paid by the provincial governments, but in most cases they have been teachers who are paid by the Insular Government. Since there has been no appreciable increase in the number of teachers provided for in Insular appropriations, it has been necessary to lessen the number of assignments of Insular teachers to municipalities in order to fill the new positions in the provincial secondary schools. The creation of a provincial school fund would permit of the employment of more provincial teachers for provincial schools; it would make it possible to assign more Insular teachers to the municipalities; and it would insure better development of provincial schools.

The table below shows the number of American and Filipino teachers (exclusive of directors and superintendents) on duty in December, 1920, as compared with the number of American and Filipino teachers on duty in December, 1919:

Year	American	Filipino	Total
1919	353	17,428	17,781
1920	316	20,701	21,017

The work of the Bureau of Education has been seriously affected during the last several years by the withdrawal from the service of many of our best and most experienced American teachers. The primary cause of this exodus is the ease with which positions may be obtained in other lines of work where higher salaries are paid. We realize that the only way of meeting this problem ef-

fectively, without employing inferior teachers, is to increase salaries; and much is being done along this line every year.

It is becoming more and more difficult to obtain satisfactory American men teachers. This will continue to be the case until the teaching profession becomes remunerative enough for more

American Men Teachers Scarce men to choose it for their life's work. Because of the scarcity of men applicants for teaching positions, we have had to employ more American women teachers during the last two years than we would have done otherwise. In March, 1917, only 30 per cent of our American teachers were women, whereas in March, 1920, 56 per cent of our American teachers were women.

So far we have not experienced much difficulty in employing Filipino men teachers. Of the total number of Filipino teachers on duty in March, 1920, 63 per cent were men. **Filipino Men Teachers More Plentiful** Of the total number of Filipino teachers on duty five years before that, 69 per cent were men.

We were given authority last year to employ from 150 to 175 new American teachers, but because of the shortage of teachers in the United States and because of the better salaries offered there, it was impossible to obtain more than **New American Teachers** 95 of the number authorized. Of the 95 new teachers appointed in the United States, 22 were men and 73 were women.

Among the teachers who qualified in the senior-teacher examination in June were 7 Americans (all women) **More Teachers Qualify in Examinations** and 59 Filipinos (47 men and 12 women). The number of Filipino teachers who qualified in the junior-teacher examination was 76 (44 men and 32 women).

Division superintendents are still confronted with the problem of obtaining properly trained municipal teachers, but this problem is gradually being solved by the offering of better financial

Better Salaries for Municipal and Other Teachers inducements to municipal teachers. During 1920 a large amount of Insular funds was allotted to the different school divisions for the purpose of increasing the salaries of municipal teachers; and division superintendents were urged to devote municipal funds to this same purpose. The results of this move have been encouraging. One division made the minimum salary for its municipal teachers ₱40 a month. More than ten other divisions made the average salary of their municipal teachers ₱40 or more. The five divisions which paid the lowest salaries to municipal teachers during the school year 1919-20 were: Batanes, Mindoro, Albay, Ilocos Norte, and Zambales, the average monthly salaries in these di-

visions having ranged from ₱23.44 in Batanes to ₱33.03 in Zambales.

Between March, 1919, and March, 1920, the average monthly salary of all Filipino municipal teachers increased from ₱30.65 to ₱37.86, or 23 per cent. During the same time the average monthly salary of all Filipino Insular teachers increased from ₱65.83 to ₱71.76, or 9 per cent.

There has been authorized for supervising teachers a minimum salary of ₱1,200 a year; and for academic and industrial supervisors, a minimum salary of ₱1,320 a year. The maximum entrance salary for junior teachers has been raised from ₱1,800 a year to ₱2,400 a year, and the maximum entrance salary for senior teachers has been raised from ₱4,000 a year to ₱4,500 a year.

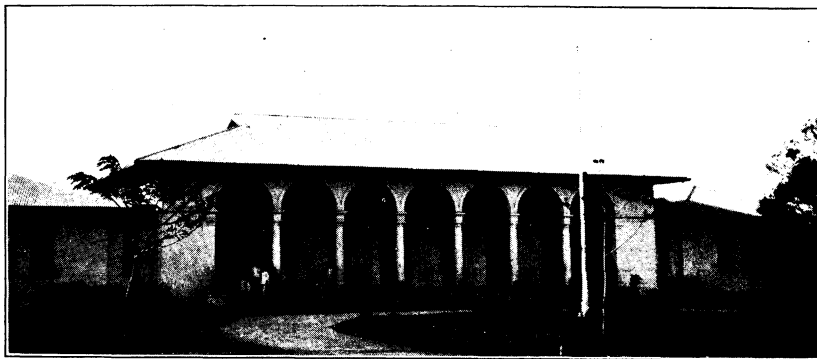
But notwithstanding all of these increases the desired degree of permanency in our teaching force has not been attained; and it will not be attained until much further progress is made along this line.

That there has been substantial improvement in the scholarship of Filipino teachers—Insular, provincial, and municipal—during the last three years is shown by the following comparative statement:

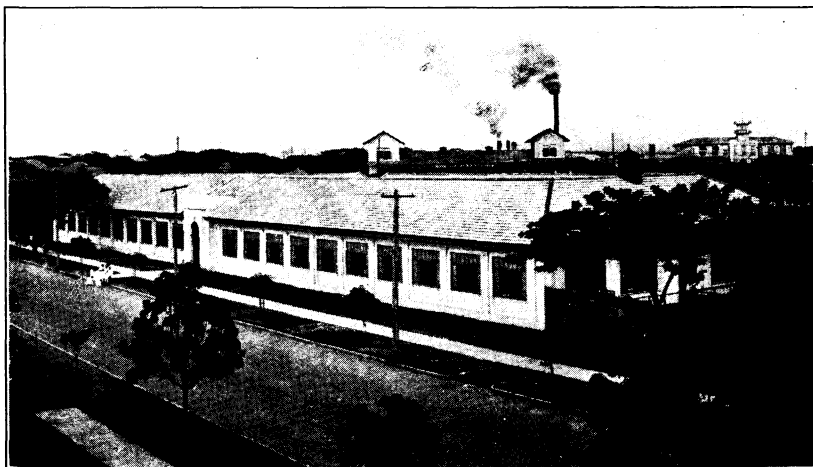
Improvement in Scholarship of Filipino Teachers	ship of Filipino teachers—Insular, provincial, and municipal—during the last three years is shown by the following comparative statement:
Of the total number of Filipino teachers employed during the school year 1916-1917—	Of the total number of Filipino teachers employed during the school year 1919-1920—
3.68 per cent were graduates of normal schools, colleges, or universities in the United States or in the Philippines.	4.96 per cent were graduates of normal schools, colleges, or universities in the United States or in the Philippines.
3.21 per cent were graduates of Philippine secondary schools.	5.55 per cent were graduates of Philippine secondary schools.
78.91 per cent were of educational attainments ranging from the first to the fourth years secondary.	85.36 per cent were of educational attainments ranging from the first to the fourth years secondary.
13.59 per cent were of attainments under the first year secondary.	3.09 per cent were of attainments under the first year secondary.
.61 per cent were of attainments not easily classified because of their training along special lines.	1.04 per cent were of attainments not easily classified because of their training along special lines.

In December, 1920, there were 6,886 public schools, of which number 65 were secondary schools, 737 were intermediate schools, and 6,084 were primary schools. Of the 65 secondary schools, 33 were four-year schools, 5 were three-year schools, 11 were two-year schools,¹ and 16 were one-year schools. Of the 736 intermediate schools, 480 were three-year schools, 98 were two-year schools, and 158 were one-year schools. It has always been the policy of

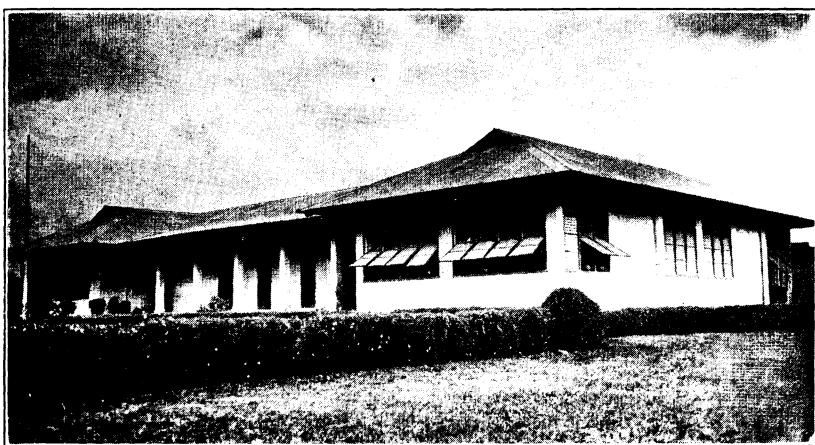
¹ Two of the two-year secondary schools were giving work in the third and the fourth years only.



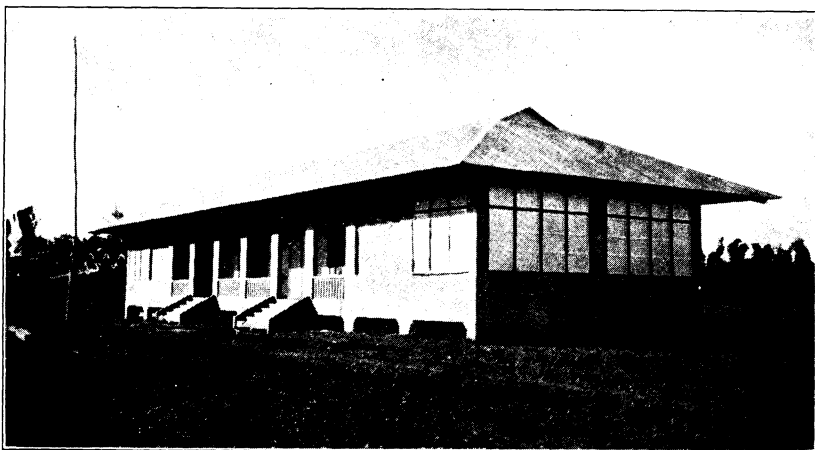
Lincoln Primary School building, Manila.



New academic building, Philippine School of Arts and Trades, Manila.



Central School building, San Pablo, Laguna.



Academic building, Batac Farm School, Ilocos Norte.

this Office to raise each incomplete primary, intermediate, and secondary school to the standard of a complete school just as fast as enrolment and funds warrant.

Between December, 1919, and December, 1920, there were opened 969 new public schools. Of this number, 15 were secondary schools, 123 were intermediate schools, and 831 were primary schools.

The total annual enrolment in all public schools as of December, 1920, was 935,678, or an increase of 159,039 over the total annual enrolment as of December, 1919.

The increase in enrolment in primary and intermediate schools was 157,165 and the increase in enrolment in secondary schools was 1,874.

THE EXTENSION PROGRAM

The large increase in the number of primary and intermediate schools and in enrolment and attendance in these schools was due primarily to the operation of the Bureau of Education extension program which is financed largely by funds carried in legislative Act 2782, passed in 1918 and entitled "An act appropriating the sum of ₦30,705,824 for the extension of free elementary instruction . . ."

Of the ₦30,705,824 carried in Act 2782 for the extension of elementary education, there was available for expenditure during 1919 the sum of ₦735,000; during 1920, the sum of ₦3,919,000; and there will be available for expenditure during 1921, the sum of ₦6,305,400; during 1922, the sum of ₦8,710,440; and during 1923, the sum of ₦11,035,984.

The ₦3,919,000 which became available for expenditure during 1920 was distributed as aid to the provinces and to the municipalities for the opening of new elementary schools, for the maintenance of elementary schools already established, and for the opening of new classes in elementary schools already established. Nearly 65 per cent of this sum was spent for the opening of new schools and for the opening of new classes in old schools.

Through the extension program it has been planned to double the enrolment in the public elementary schools; to effect larger increases in the salaries of municipal teachers; and to abolish the collection of tuition fees in intermediate schools—all of this to be done during the five-year period from January 1, 1919, to December 31, 1923.

The inauguration of the extension program has given such great impetus to the growth of the public schools and has given such great encouragement to the people who are most vitally interested in the growth of these schools that, in spite of the fact that only about 15 per cent of the total sum appropriated in Act 2782 was available for expenditure during 1919 and 1920 (the first two years of the five-year period mentioned above), surprising results have been attained, among the most important of which are: the opening of 1,713 new primary schools; the opening of 226 new intermediate schools; the employment of 6,302 additional primary and intermediate teachers; the abolition of the collection of tuition fees in intermediate schools; an increase in the annual enrolment in the primary and intermediate grades of 261,768 pupils; a large increase in the number of primary and intermediate school buildings; an increase of 52 per cent in the average monthly salary paid municipal teachers.

This much could not have been done if it had not been for the diligent coöperation of the people who thus far have been of inestimable assistance in seeing the extension program through.

In many places, the people have augmented the allotments which they have received by most praiseworthy contributions of money, materials, labor, and land. In many places, they have even gone so far as to construct and to equip at their own expense temporary buildings to house new schools that probably could not have been opened so soon otherwise.

The biggest problem confronting the Bureau in connection with the extension program is, and has been, how to best extend elementary instruction and at the same time to equalize educational opportunity in the different sections of the

Islands. If the development of school facilities had been uniform throughout the Islands before the extension program was inaugurated, this problem would have been very simple, and extension funds could have been distributed equitably either on the basis of attendance or on the basis of population. However, for many reasons—chiefly economic—public schools had been organized faster in some sections than in others. In many communities the desire for educational facilities had been so great that the people of those communities, through voluntary contributions and through the collection of tuition fees, had been able to establish public schools with little or no assistance from the Insular Government. In other communities this had not been the case.

In the general appropriation act for 1919 and in each of the two general appropriation acts since then, the Legislature provided for the continuation at public expense of schools which up to

December 31, 1918, had been established and maintained either partly or wholly through tuition fees or voluntary contributions. The distribution of the money thus provided was, of course, made on the basis of attendance, as was also the distribution of about 35 per cent of the total of the first two increments from Act 2782. This allotment of funds on the basis of attendance did not result in the most equitable distribution, but it was the only thing that could be done with conditions such as they were. However, whatever of the distribution there was that was not equitable resulted in a benefit to those who most deserved it because of their interest in getting schools opened when public funds for this purpose were lacking.

It is expected that the next three increments from Act 2782 will be distributed solely on the basis of population. In fact, the Council of State has directed that this be done during 1921 anyway. Consequently, it is hoped that by the end of 1923 there will not only be 1,200,000 children in school, but that the percentage of population in school will be very nearly uniform throughout the Islands.

It is frequently assumed that, after 1923 when the last increment from Act 2782 will have been spent, if the Government continues to take care of the schools already established, every child of school age will be enjoying the privileges of free instruction. But this will not be the case.

In 1918, as is shown elsewhere in this report, there were in these Islands 2,776,924 children of school age. It is estimated that the natural increase in the population between 1918 and 1923, will bring this figure up to 3,000,000 or more. It is also estimated, after making every allowance for those children who will be attending private schools and for those who for various reasons will not be able to attend school at all, that at the end of the year 1923 there will still be about 800,000 children without the privileges of elementary instruction, to say nothing of those who will not have the advantages of a secondary education unless additional funds are provided for the support of secondary schools.

It would not be possible to provide schools and teachers for all of these children during any one year even if funds were available to do it with, but it would be possible to provide for them during a period of years by following a plan or program similar to that made possible by Act 2782.

Nothing would redound more assuredly to the lasting credit of the Philippines or would go further toward increasing the happiness and the well-being of the Filipino people than provision for the extension of the public schools until they are within the reach of all children of school age in the Archipelago. And we firmly believe that ways and means for further extension of free schools will undoubtedly be found when the proper time for action arrives.

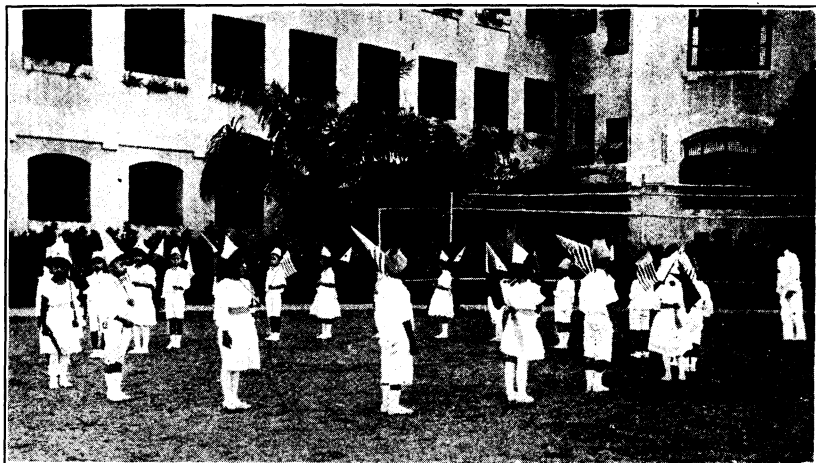
MAKING ENGLISH THE ONLY OFFICIAL LANGUAGE OF THE PHILIPPINES

We still think that the adoption in these Islands of English as the only official language is indispensably necessary to the best interests of the Filipino people. For this reason, we are giving an ever-increasing amount of attention to the teaching of English in the public schools, where for more than twenty years it has been used as the basis of instruction in all subjects.

The persistent efforts of the public schools to make the English language the common medium of expression throughout the Archipelago have always met with the approval of a great majority of the people, including many of the most influential of the public officials. The number of Filipinos who advocate the acceptance of a native dialect as the common medium of expression is now so small as to be almost negligible. The impracticability of the use of a native dialect for this purpose becomes more and more apparent as the years go by.

There are now among us comparatively few who do not think that we are fast approaching the day when the use of English in this country will have become so much more general than the use of any other language that— to put it as one man did last fall—it will not have to be forced on the people by legislation, but it will become the official language of the country by mere force of circumstances.

That the number of Filipinos who speak English after only a little more than twenty years of American influence is already



Pupils in training department of Philippine Normal School participating in a patriotic drill.



Third-grade boys in Laoag, Ilocos Norte, playing "Chicken and Hawk" on school grounds.



Impromptu games, Central School, Romblon.



Pupils marching into classrooms, Santa Clara Primary School, Manila.

**In Philippines,
English is Spoken
More than Spanish** greater than the number of Filipinos who speak Spanish after four centuries of Spanish influence is conclusively shown by numerical compilations made in connection with the recent Philippine census.

Filipinos who travel abroad find that in most parts of the world their knowledge of English is of much greater value to them than their knowledge of Spanish. They find that this is particularly true of travel in Asiatic countries, where English is understood in nearly all population centers and where Spanish is scarcely known at all.

It has for years been a matter of common knowledge among seamen of all nationalities that if they learn to speak English they can make themselves understood with comparative ease in most of the seaports of the world. This fact is hinted at by Vicente Blasco-Ibañez, the gifted Spanish writer, in his *Mare Nostrum* when he speaks of English as "the language of the blue dominions."

The Philippine Inter-Alumni Union, a general organization of affiliated associations of alumni of Philippine secondary schools, which came into being last year, has incorporated into the preamble of its constitution the statement that one of the objects of the organization shall be to work for the immediate adoption of the English language as the only official language of the Philippines. It was at the initial meeting of this union last November in the auditorium of the Philippine Normal School in Manila that Dr. Trinidad H. Pardo de Tavera, one of the most eminent of Philippine scholars, in the principal address of the occasion, spoke in favor of the adoption of English as the only official language of the Islands.

**Interesting Comment
on Use of English
in Philippines** The writer of a news article that appeared in the issue of *The New York Times* of December 27, 1920, in commenting on the prediction made in our last year's report that English would soon be the official language of the Philippines said something to this effect:

Should the language of the Philippines eventually become English, it would mean an immense strengthening of the claim made for it as a universal or at least as the diplomatic language. It was some two hundred and fifty years ago that French became the tongue of court and chancellery. Since that time many developments have tended to emphasize English more and more. In the recent Peace Conference, the prestige of French was considerably lowered by the frequent use of English in connection with the treaty deliberations. The report from the Philippines is, then, of extreme significance.

And now the Philippine Press Bureau in Washington, D. C., in connection with its campaign for Philippine independence, comes out with a definite announcement to the people of the United States that English is destined to be the national language of the people of these Islands. This announcement is thought to be of great import when it is taken into consideration that the Philippine Press Bureau in its campaign for independence represents and speaks for the entire Philippine Government.

Since writing the above, we have been much pleased to note that the Honorable Manuel L. Quezon, President of the Philippine Senate, while speaking before the Philippine Inter-Alumni Union in the auditorium of the Philippine Normal School in Manila on the subject, "Paving the Way for Independence," came out unequivocally in favor of the adoption of English as the only official language of the Islands. Space here does not permit of the quotation of all that Mr. Quezon said on this subject, but his remarks may be fairly summarized as follows, the language for the most part being his:

Significant Announcement Made to American People
Mr. Quezon Speaks in Favor of Use of English

I have just read your constitution and I have found that one of your aims is to work for the adoption of English as the only official language of the Philippine Islands. I have been in favor of that proposition for a long time, and I do not consider it a debatable question at all. Our Government and our people are definitely committed to it.

The decision of the Philippine Government to make the English language the basis of instruction in the public schools and the later indorsement of this decision by the Philippine Legislature was tantamount to a definite declaration on the part of the Government that English would ultimately become the only official language of the Islands. Imagine what a waste of time and how great an injustice it would be to the thousands of young men and young women that we are turning out of our public schools every year if the language that they take years to learn was not to become their common medium of expression and one of their biggest assets in gaining a livelihood.

If we are to have one official language, that language must be English. It is out of the question for us to think of using any one of our native dialects for this purpose because we could never come to an agreement as to which one to adopt. I, speaking Tagalog, would naturally advocate Tagalog, while my friend, Speaker Osmeña, would advocate Visayan, and Mr. Osias, Ilocano. But let us suppose that we could agree on one of these principal dialects, we would still be facing a serious difficulty because of the lack of the needed literature for the intellectual training of our youth.

There are other reasons, not so important as the foregoing, to be sure, but important enough to show how helpful the universal use of English would be to our people.

We need the English language for our commercial intercourse in the Orient and elsewhere. After you leave Corregidor on a trip to foreign

countries, you will find that Spanish and of course our native dialects will not help you so much as to get a couple of eggs for breakfast. This I found to be true on my first trip out of the Islands. That was in 1909. At that time I could speak only Spanish and Tagalog. My experience on that trip made me decide to learn to speak English.

If you want democratic ideals and institutions to flourish here, and I understand that that is also one of your aims, you should help to diffuse among the masses a knowledge of English. It is in English literature that comprehensive discussions of true liberty and democracy are to be found.

The early adoption of English as the one official language of the Philippines may have some bearing on the granting of our independence. When I was resident commissioner in the United States, I observed that the question of whether English would be the official language of the country once we were independent was in the mind of the average American who cared anything at all for the Philippines. In talking with Americans about the Philippines, I was generally asked what our official language would be in the event of independence. My invariable answer that it would be English seemed to impress every questioner.

THE PUBLIC SCHOOLS AS COMMUNITY CENTERS

The Philippine public schools have from the beginning of their organization been community centers to an uncommon degree, but it is only within the last few years that they have become centers of the great general service that they now are to the people whom they serve.

Through the public schools numbers of civic enterprises are promoted and around them numbers of community activities are focused. In many parts of the Islands, especially in the remoter parts, public-school teachers are leaders in civic movements and in welfare work. Many of the women teachers are actively engaged in club work and as club members are doing commendable work in the way of civic betterment.

A large number of our public schools have for some time been centers for such civic occasions as receptions and balls in honor of provincial and town officials, or in honor of visiting officials; for such educational occasions as academic contests, debates, and declamations; for such entertainments as concerts, holiday fiestas, and illustrated lectures; for such physical activities as playground games, athletic contests, ball games, calisthenics, military drill, folk dancing, and swimming; for such social occasions as banquets, receptions, dances, and parties; and for the meetings of agricultural clubs, literary societies, and high-school alumni associations.

Ever since 1908 the Government has depended on school officials to see that the people of the school communities are given opportunities during each year to hear civico-educational lectures on
Lectures Given by School Men live and practical subjects. The giving of these lectures by school men has served as much as any other one thing to make the people see that the schools exist for the purpose of serving the people, as well as the children, of the communities.

Night schools are being maintained in a number of the larger municipalities, and night classes have been opened in some of the smaller towns and barrios. The night schools in the larger municipalities are conducted at public expense, but
Night Schools and Night Classes the night classes in the smaller towns and barrios are conducted at the expense of those who attend. Representatives of this Office who visited the field last year had occasion to express satisfaction in finding town and barrio officials and elderly citizens enrolled in night classes conducted at their own expense.

In one division, and probably in others, evening study classes for pupils are a regular part of the school program. These classes meet at school and are open to all pupils who
Evening Study Classes wish to take advantage of them. Teachers are present and direct in detail the study of the lessons for the following day.

Persistent efforts are being made throughout the Islands to keep the general appearance of school buildings and grounds up to the highest standard both within and without so that the people of the surrounding communities cannot help but look upon them as models in every particular.
School Buildings and Grounds as Models for Communities

A great part of the handicraft work in all schools involves instruction in the making of products that will be distinctly contributive to the comfort of the people, and products that have in them possibilities of becoming profitable home industries.
Industrial Work for Comfort of People

The schools that have been established for the study of agriculture are centers of wide influence and are tremendous factors in the economic development of large territories.
Influence of Schools of Agriculture

The school gardens and the home gardens of pupils are of great import in helping to increase community food supplies. Garden-day celebrations have developed into real community fairs. In addition to exhibits of farm and garden products and of such school work as writing,
School and Home Gardens

drawing, painting, sewing, cooking, and handicraft products, garden-day celebrations furnish occasions for outdoor sports, addresses, parades, band concerts, dances, and other entertaining features.

The tree and plant nurseries which have been developed at a number of schools are kept busy distributing trees and plants to the people of the surrounding communities.
School Nurseries and Tree Planting Arbor Day is celebrated regularly in all school divisions in accordance with a proclamation issued to that effect by the Governor-General.

The work being done by boys' and girls' agricultural clubs, besides serving to benefit the homes incalculably in the way of producing and conserving foodstuffs and improving home surroundings, is helping to impress upon the people the great value of the public schools to the country.
Agricultural Clubs

Through the employment of school nurses in a number of the school divisions and through the use of a systematized course in physical education in all schools, much has been accomplished in the way of promoting the health of teachers and pupils and, collaterally, the health of the people.
School Nurses and Physical Education

In a number of places dental clinics are held in the school buildings, and in some of the so-called non-Christian provinces school dispensaries are quite common.
Dental Clinics and School Dispensaries

More is being done every year toward making the school libraries of more service to the people as well as to the pupils. Statistics for the year 1920 show that 400 of the public-school libraries were being used by the people of the school communities.
School Libraries

The public schools are being used as interagents for the distribution of helpful pamphlets and publications. The *Philippine News Review*, a four-page semimonthly news sheet, which is subsidized by the Bureau of Education to the extent of 100,000 copies and which is used in intermediate and secondary schools in connection with the teaching of current events, is often the sole means of keeping whole families in touch with world and local affairs.
Distribution of Publications

It will be seen from the above that our schools are in numerous ways of inestimable service to the communities in which they are located. And more than that, they are being used as a medium for the continuation, through the Junior Red Cross, of activities in the interest of humanity in general.
Other Activities

OUR TEACHERS—THEIR TRAINING AND THEIR COMPENSATION

It is still necessary for us to employ a great many teachers who are without the scholastic attainments and the professional training that our school system demands. However, more and more is being done every year to overcome this defect both by training teachers for the service and by training teachers in the service.

Among the governmental agencies that we now have in these Islands for the training of teachers for the service are: the College of Education of the University of the Philippines; the Philippine Normal School; the normal schools in Albay, Cebu, Ilocos Norte, Iloilo, and Pangasinan; and normal courses in five provincial high schools.¹

As a rule, the graduates of the College of Education of the University of the Philippines who enter the teaching service are expected to teach in secondary schools, and the graduates of the normal schools and of high-school normal courses are expected to teach in elementary schools.

The normal schools in Albay, Cebu, Ilocos Norte, Iloilo, and Pangasinan have just been started within the last few years.

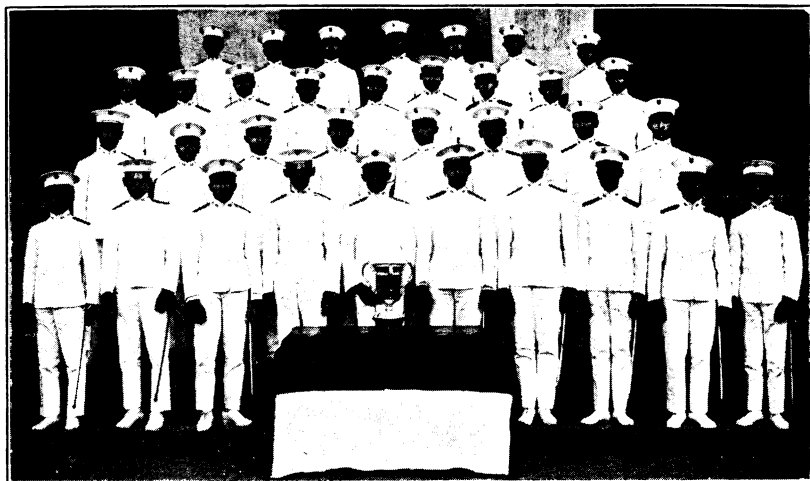
The development of these schools is proceeding along lines similar to those followed in the development of the Philippine Normal School. They, with the normal courses being offered in provincial high schools, promise to be of invaluable help to us in supplying our schools with a larger percentage of trained teachers.

The growth of facilities for the training of teachers for the teaching service in these Islands has never kept pace with the growth of our school system and it continues to be very slow because of the lack of funds and the lack of

teachers capable of giving normal instruction. There are among us very few outside of the Bureau of Education who realize that even now the annual yield of teachers from all of the teaching courses in the Islands is but a very small percentage of the total number of new teachers employed in the public schools each year.

Since the demand for trained teachers in our schools is so

¹ Two of these five provincial high schools (Capiz and Ilocos Sur) are offering four-year normal courses and three of them (Abra, Mountain, and Nueva Vizcaya) are offering two-year normal courses. Authority has been granted division superintendents to open two-year normal courses wherever facilities and teachers are available for the purpose.



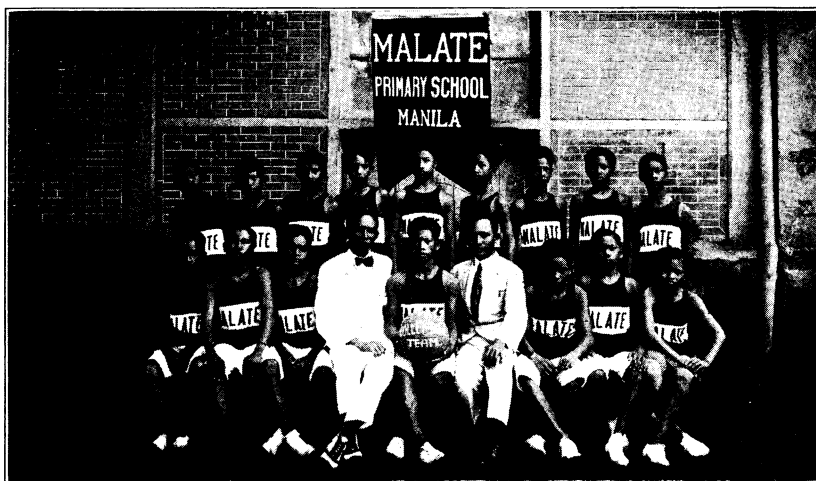
Officers, student military-training corps, Manila High School.



Mohammedan princesses of sultanate of Sulu who are teachers in public schools.



Baseball team, Philippine School of Arts and Trades, Manila.



Volley-ball team, Malate Primary School, Manila.

much greater than the supply, there is only one thing for us to do; and that is, to employ each year large numbers of teachers without professional training, with the idea of giving them the necessary training in the service. We have been confronted with this problem so long that we have been able, after years of effort, to develop facilities for the training of teachers in the service that will compare favorably with the same facilities of most other school systems of the world.

**Employment of
Untrained Teachers**

Among the facilities or agencies that we now have for the training of teachers in the service are: vacation assemblies, summer schools, normal institutes, model classes, supervision, reading courses, teachers' meetings, and teacher pensionadoships.

**Agencies for
Training of Teachers
in the Service**

The teachers' vacation assembly in Baguio and the teachers' vacation assembly in Manila are always looked upon by public-school teachers all over the Islands as two of the foremost of the educational events of the year. The assembly in Baguio consists for the most part of conferences, lectures, and classes for supervisors and teachers of higher professional attainments,¹ whereas the assembly in Manila consists for the most part of classes in methods for teachers of lower professional attainments.

**Vacation
Assemblies**

Summer schools are held in a number of school divisions for the purpose of improving both the academic and the professional attainments of prospective teachers who have completed only the intermediate grades or who have completed only one or more years of the secondary course. The work undertaken by these schools has resulted in much benefit to the teachers who have attended and to the schools in which they have taught.

Summer Schools

Normal institutes are held in nearly all school divisions at the beginning of the school year for the purpose of giving a few weeks of intensive training and inspiration to elementary teachers—to new elementary teachers especially—just before they start on the work of the year. As a rule, the instructors in the normal institutes are teachers who have had training in vacation assemblies.

Normal Institutes

Ambitious teachers regard the normal institutes as means of great professional improvement and as occasions without which the school year would be incomplete. The spirit and

¹ Last year the College of Education of the University of the Philippines offered several very helpful courses to the teachers who attended the assembly in Baguio.

the zeal that these teachers display while in attendance tends to make the institutes as enjoyable as they are profitable.

In some divisions short normal institutes have been held just before the beginning of the work of the second semester. Comments upon these mid-year institutes have been very favorable. The normal institutes that are held before the opening of schools in June start the teachers out on their year's work with much enthusiasm and with many plans for the work of the coming year. But very often this spirit begins to wane after a few months and mid-year institutes have been found to be just the thing to give it new life. The mid-year institutes have also been found to be of special value to new teachers in helping them to improve themselves along those lines of work in which they have found themselves after a few months of actual experience to be most deficient.

Model classes are conducted in a number of the municipalities as well as in many of the supervising districts of the Islands. They have in them great possibilities and it is hoped that they may evolve into a most effective agency

Model Classes

for the training of inexperienced teachers who are not able to attend vacation assemblies and normal institutes. In many places the work in connection with model classes is limited to visiting days, on which a comparatively large number of teachers observe and then discuss the work of model teachers. But the amount of good thus accomplished is of great value.

Supervision plays a very important part in the training of teachers in our school system. Our supervisory scheme works both admirably and effectively. It depends, as does every supervisory scheme, on the character of the supervisory force, on the knowledge that the supervisory force has of the various phases of public-school education, and on the ability of the supervisory force to demonstrate and to explain the best methods of teaching.

Supervision

Nearly all of our teachers work under the direct supervision of school principals or supervising teachers and under the indirect supervision of division superintendents. Many of them are also subject to the supervision of division academic or industrial supervisors.

Reading courses for teachers are prescribed in a number of our school divisions. Very often these courses include reading for general information as well as reading for professional advancement. From the reading that the teachers are thus required to do are extracted topics to be discussed at teachers' meetings which are presided over by the supervising teacher or the

Reading Courses and Teachers' Meetings

principal of the central school. These meetings are generally very interesting and they tend to encourage a great deal more of professional reading than would be done otherwise.

The Insular Government still provides the Bureau of Education with funds for the purpose of sending a few of our most deserving teachers as pensionados to the United States, to the Philippine Normal School, to the Central Luzon Agricultural School, and to the Philippine School of Arts and Trades for further training along professional lines. In December, 1920, there were 45 teacher pensionados from the Bureau of Education studying in the United States; 56 attending the Philippine Normal School; 15 attending the Central Luzon Agricultural School; and 2 attending the Philippine School of Arts and Trades.

Just as it is possible for the people of a democratic country to have the kind of government they want, it is also possible for them to have the kind of schools and the kind of teaching they want, provided they are willing to pay the price. If we are to have the kind of teaching that we urgently need, to say nothing of what we want, we must have better facilities for the training of teachers for the service. At present we are depending too much on facilities for the training of teachers in the service.

We must also do something to encourage permanency in our teaching force. The average period of service of our regular Insular teachers is about seven years and for our regular municipal teachers less than four years. This means that the preparation and the training that can be given our teachers after they enter the service must be given them during a period of a little more than four years on the average. And then after they have received this training, we can only count on them to continue in the service a very short time.

One of the most effective ways of encouraging permanency in the teaching service is to increase salaries. Although teachers as a class are governed less by pecuniary considerations and more by a spirit of altruism than any other public servants and although they are inclined to measure their reward not just in money but in the satisfaction that they get out of rendering service to others, we cannot expect them to continue to work indefinitely at great financial sacrifices. They must be provided with material compensation that will enable them to live in keeping with their profession and that will at the same time enable them to save up for a rainy

day. This should be done as much as a matter of justice to them as for the purpose of benefiting ourselves by keeping them in the service.

Now, as never before, the people of the world are aware of the need of good teaching and are conscious of the debt that society owes to those who give us good teaching. In many places

**People of World
More Conscious
of Society's Debt
to Teachers** this attitude is shown not just in talk about the nobility of the service that teachers render, but it is also shown in actual and, at the same time, substantial increases in salary. This is particularly true in the United States, where teachers' salaries have been increased from 50 to 150 per cent.

In the Philippines, increases have been effected, but they have not been large enough to retain in the service many of our oldest and best workers. Within the last six years we have lost 39

**Salary Increases
in Philippines
Not Large Enough** division superintendents—2 in 1915; 4 in 1916; 4 in 1917; 12 in 1918; 11 in 1919; and 6 in 1920—to say nothing of the other inroads on our personnel. Most of these losses have been due to the inadequacy of our salary inducements. Since division superintendents form the very backbone of our organization, it is the height of un-wisdom to permit them to leave the service when they might be retained by giving them larger salaries.

As has been said elsewhere in this report, it was impossible last year to employ all of the new American teachers authorized by the Government, largely because of the payment of better salaries in the United States. And we are inclined to think

**Difficult to Obtain
and to Hold
American Teachers** that most of the American teachers who do accept our offers come to these Islands more for the experience than they do for the money that they get out of it. This is indicated by the fact that a great many of them remain with us only long enough to complete their contracts. The loss that we thus sustain is incalculable. About the time that these teachers have become familiar enough with Philippine conditions to render service that is really valuable, their contracts expire and we cannot hold them any longer because we cannot pay them the salaries that they can get elsewhere.

In the retention of teachers, we have to compete with commercial firms in the Far East and in other parts of the world. We also have to compete with other branches of the Philippine

**Playing a Losing
Game** Government and with the Government of the United States. And as we are not in a position to offer the inducements that they offer, we are constantly playing a losing game in which our competitors naturally get much

of the best that we have, sooner or later. Many of the men that we have lost in this manner during the last few years are now drawing salaries at least twice as large as we could pay them.

The fact of the matter then is just this: The Bureau of Education with its present salary scale cannot keep in its teaching service much of the best material available. The question then

The Only Remedy for the people of this country to answer is: Can we afford to have our children—the future electors, lawmakers, and administrators of the land—prepared for citizenship by any but the best teachers that we can obtain. Of course, the reply comes in the negative, and the only way to give this reply force is to increase teachers' salaries. In no other way can we retain the services of those who are best fitted to administer to the needs of our schools and to give instruction in them.

ACADEMIC INSTRUCTION

Everything possible is being done to keep academic work in our schools up to standard. Reports from division superintendents indicate that there was no lowering in the standard of the work

Being Kept up to Standard during 1920, notwithstanding the fact that about 25 per cent of our teachers were new in the service at the opening of schools in June.

If improvement in the percentages of promotions of pupils can be taken as a criterion—and it usually can be—there was not only no lowering in the standard of work during the school year

Percentages of Promotions and Academic Work 1919–20, but there was an improvement both in the elementary schools and in the secondary schools. The figures which follow show the improvement made in the percentages of promotions of pupils between March, 1919, and March, 1920:

Date	Enrolment			Number Promoted			Percentage Promoted		
	Elementary	Secondary	Total	Elementary	Secondary	Total	Elementary	Secondary	Total
March, 1919	664,681	16,907	681,588	348,373	9,470	357,843	52	56	53
March, 1920	774,422	17,204	791,626	422,869	10,227	433,096	55	59	55

A number of things tended to give great stimulus to academic work during 1920. Among these were: the holding of academic contests¹ in a number of divisions; an improvement in supervi-

¹ In connection with some of the division academic contests for pupils, intelligence tests were given the teachers.

Things That Helped the Work during 1920 sion of academic instruction; a more general use of lesson plans ¹; a larger use of supervised study periods; the general use of conference periods in connection with the teaching of English in secondary schools; and a larger amount of attention to silent reading, to conversational English, to supplementary reading, and to phonics in the grades.

As has been said elsewhere in this report, supervision occupies a very prominent place in our school system; **Effect of Supervision on Academic Work** and, since it has for its main purpose the development of the teaching power of individual teachers, it has proved itself to be a most effective agency for the improvement of academic instruction.

The conditions that exist in these Islands with relation to the teaching corps, particularly with relation to elementary teachers, make close supervision in all lines of school work highly necessary. **Close Supervision Necessary** Since the majority of the teachers in the lower elementary grades enter the teaching service with rather meager attainments and with only a few weeks of professional training obtained in normal institutes, the very closest kind of supervision must be given if good work is to be expected.

Attempts were made during 1920 to improve supervision of academic work by employing a larger number of academic supervisors and a larger number of traveling model teachers. **Efforts to Improve Supervision** Most of the new academic supervisors are Philippine Normal School graduates who have had experience as supervising teachers.

To be successful, an academic supervisor must have capacity for hard work, must have knowledge of methods of teaching and ability to teach these methods, must be patient while giving necessary explanations as to the reasons for doing certain things in certain ways, must be in sympathy with the problems that the new teacher and the old teacher have to face, and must use tact in drawing teachers into the right path without antagonizing them. **The Successful Supervisor**

One of the biggest problems in connection with academic instruction is the teaching of English in the schools with the idea of making it the common language of the people. Our present method of teaching English is patterned after modern ideas with reference to language teaching. **Teaching of English a Big Problem** English is used as much as possible in the

¹ During 1920 every secondary classroom teacher was required to show written evidence of the preparation of daily lessons. This has been productive of a much higher quality of instruction.



First-grade model class, Central School, Romblon.



Second-grade model class, Central School, Camiling, Tarlac.



Intermediate class in current events using Philippine News Review, Batangas.



Fourth-grade class in reading, Tondo Primary School, Manila.

classroom from the very first day, and attempts are made to give pupils an oral knowledge of the language first. The pupils are then placed in situations where they necessarily have to use the English that they learn. After this the reading and the writing of the language is taught, but not without constant stress on oral expression.

Since many of our teachers have never studied English under teachers whose native tongue is English, it is but natural to expect that their pupils do not speak and pronounce English as an American does. However, newcomers and tourists sometimes express surprise at the difference in speech between Filipino children and American children, seemingly unmindful of the fact that there is also a marked difference between the speech of British children and American children.

It is not only unreasonable, but it is absurd to expect a Filipino child taught by a teacher with whom English is not the native tongue to speak the language like an American child speaks it.

**Imperfect Speech
Naturally Expected** This has been considered an impossibility from the beginning of our school system and it has never been our aim. The aim has been to give the people of these Islands a common language. And it matters not to any great degree whether they speak it exactly as we do, no more than does it matter whether Americans speak the language exactly as Britishers do.

This defense of Filipino children in their ability to speak and to pronounce English does not mean that we are satisfied with their language attainments. As a matter of fact, we are not.

**Aim to Give
People a Common
Language** But we feel certain that during the last few years there has been much improvement in these attainments, particularly in the primary grades. We also feel that the methods of English instruction now used in the public schools are sound.

This defense of Filipino children in their ability to speak and to pronounce English does not mean that we are satisfied with their language attainments. As a matter of fact, we are not.

**Improvement in
Language
Attainments** But we feel certain that during the last few years there has been much improvement in these attainments, particularly in the primary grades. We also feel that the methods of English instruction now used in the public schools are sound.

An incidental indication of the difference between the teaching of English in public schools and the teaching of English in private schools is contained in a recent report from the office of the President of the University of the Philippines on the English composition records for nine years of members of the freshman classes in that institution who were graduates of public and private secondary schools. Of the 35 secondary schools that sent enough students to the University to be considered in the report, the 14 schools represented by the highest ranking students were public schools and only 1 of

the 10 schools ¹ represented by the lowest ranking students was a public school.

Next to the language problem in the field of academic instruction comes the problem in connection with the cultivation of proper reading habits among pupils. One of our big tasks is to teach pupils to read both for information and for pleasure. The accomplishment of this task is being made easier by the use of traveling libraries in addition to the school libraries, by the use of more supplementary reading ² in the grades, and the teaching of current events ³ in intermediate and secondary schools.

In many places, story-telling by teachers has been found to be of great value in leading pupils to do more reading, and in order to make more material available for story-telling, the General Office has distributed more than 5,000 copies of each of three different books of stories and of three different books of poems to various school divisions for the use of primary teachers.

An experimental course in extensive reading for secondary students is now being given in the first-year classes of the Manila High School. As a part of the course, emphasis is being placed on the mechanics of reading and on reading for thought and expression. Various types of material are being used and the course is demonstrating the fact that Filipino students are fond of stories. If this course is found to be as well worth while and as badly needed as it now seems to be, it may be extended to other secondary schools. Among the things accomplished so far by the giving of this course are:

The tendency to use the "oratorical voice" has been greatly lessened. A conversational tone has taken its place.

Better articulation, clearer enunciation, and a more distinct pronunciation have been secured. The habit of pronouncing words indistinctly or carelessly has been overcome to a large degree. Students have been led to see their mistakes and they are taking a greater interest in correcting them.

Teachers understand the speech of students much better than they did at the beginning of the course. At first it was difficult to understand

¹ This was a vocational school where relatively little attention is given to academic work.

² During the latter part of 1920 a large number of supplementary readers were distributed to the field for use in the first three grades. A number of copies of a new set of Philippine readers were distributed earlier in the year for use as supplementary reading in the intermediate grades.

³ *The Philippine News Review*, mentioned elsewhere in this report, is used in connection with the teaching of current events.

a member of the class who stood in the front of the room and read an entirely new selection. Now, because of better interpretation, this can be done to a much greater extent.

The students now read something besides words. The stories and the essays are fraught with meaning. Instead of the jerky, hesitating sentences, which marked the beginning of the course, smoother tones and expressions are now used. The reader holds the attention of his classmates more easily than at first. The classes have developed into much better listeners as well as into much better readers.

A wider field of knowledge has been opened to the students. This has created a greater interest in reading and has given a better foundation for the study of other subjects, especially literature.

During 1920 the new Bureau of Education teachers' manual on civics, hygiene, and sanitation was used for the first time. The manual outlines instruction in civics, hygiene, and sanitation for the first six grades. The idea underlying the directions given in the manual is that a good citizen must form habits with relation to his duties in connection with the life of his community and nation that are worthy of his citizenship. Teachers are directed to subordinate the idea of mere knowledge to the idea of habit formation. Pupils are taught to take care of the school grounds and the school buildings. Instruction of this sort is undoubtedly leading to the formation of habits of health and of cleanliness that will carry over into the home.

During 1920 it was decided to discontinue the granting of primary and intermediate certificates and to start the practice of granting elementary certificates to those who complete the seventh grade. At the same time division superintendents were authorized to promote at any time during the school year pupils in the grades from the first grade to the sixth grade, inclusive. It was also decided to try the plan for the next year or so of sending out no general examination questions for any of the elementary grades lower than the seventh grade. If this plan proves satisfactory, it will be continued. It is earnestly hoped that these changes will result in greater flexibility in promotions as well as in a larger percentage of pupils finishing the work on time.

INDUSTRIAL INSTRUCTION

Industrial work varying from the very simple work of the first grade of the elementary course to the advanced work of the secondary course is taught in public schools throughout the

Required Part of School Curriculum Islands. Work of this sort has been a required part of the Philippine school curriculum ever since the early days of American occupation. Its growth has been rapid, and further progress is made in it every year. During the last year or two there has been a noticeable improvement in the quality as well as in the quantity of industrial work done in our schools. This improvement is very encouraging to those who are most interested in the industrial phases of school work.

Work of Boys and Work of Girls The majority of the boys taking industrial work are assigned to gardening, handweaving, or woodworking. The girls taking industrial work are required to spend most of their time on sewing, cooking, and housekeeping, but they are also taught to embroider and to make lace.

Commercial Work In connection with their industrial work, large numbers of pupils are given the opportunity to do commercial work. Work of this sort tends to increase manual dexterity, to encourage sympathy for those who do manual labor, and to give the pupil a foundation for the earning of a livelihood at a profitable trade. Most of this commercial work is done in connection with the courses in embroidering, lace making, handweaving, loom weaving, woodworking, and bamboo-rattan furniture making.

During the war, because of market conditions, commercial work in connection with the industrial courses had to be curtailed to a large extent in order to limit production. Most of the pupils concerned in this necessary limitation of production were assigned to gardening or to agricultural-club work. Since the end of the war, there has been a revival of commercial work, but the percentage of pupils interested in it is not yet as large as it was before the war.

Large Increase in Production According to an estimate made from figures contained in reports from the school divisions, there were produced during the school year 1919-20 by public-school children ₱1,312,307.28 worth of industrial articles, not counting farm, garden, and agricultural-club products. This figure represents an increase of nearly 126 per cent over the corresponding figure for the school year 1918-19, part of which was during the war. Although this increase is due to a large extent to a return to pre-war conditions, it is also due to some extent to larger unit values of industrial articles and to an increase in the efficiency of teachers and pupils.

As a rule industrial work is handled by the same teachers who

handle the academic work. In most cases this division of work has been found to be much more practical and much less expensive than the employment of special teachers of industrial work. It has been found that unless practically all of the teachers are called upon to do their share of this work, the teachers who are not required to help with it are generally so disinterested as to make it almost impossible to maintain a desirable attitude toward the work by all of the pupils.

**Teachers of
Industrial Work**

The public schools are in need of more teachers who have had experience in teaching industrial work and who have had a better working knowledge of the crafts that they are called upon to teach. The schools are also in need of more teachers who show a larger degree of interest in industrial work. No part of the school curriculum meets with a more cordial reception than industrial work if the teachers know the work, are interested in it, and get results out of it.

**More Teachers
Needed**

The responsibility for the supervision of industrial work in each school division falls on the division superintendent, but most of the details of the supervision of the work are planned and put into operation by the division industrial supervisor. In a number of divisions, the industrial supervisor has one or two assistants. To the tact, skill, and energy of the division industrial supervisors and their assistance has been due to a large extent the quick revival of the industrial work that was interrupted by the war.

**Supervision of In-
dustrial Work**

Of much help to the industrial teachers in the field are the traveling industrial teachers sent out from the General Office. Now about 40 of these teachers are available for service in the parts of the Islands where their help is most needed. Each of these teachers is skilled in one or more of the handicrafts taught in the schools.

**Traveling Indus-
trial Teachers**

With increasing experience and study, traveling industrial teachers prove themselves to be of great help in building up and in maintaining high standards of workmanship. Some of them do almost as much in the way of supervising the work of industrial teachers as they do in the way of teaching them how to do the work most effectively.

Although model academic classes have been in vogue in our school system for a number of years, it was not until 1920 that model industrial classes were conducted to any great extent. Everywhere that model industrial classes were held during 1920, they were found to

**Model Industrial
Classes**

be of great help in showing industrial teachers how to conduct their industrial classes.

Industrial contests were held in a number of divisions during 1920. These contests have their beginning in the classrooms. The winners in the classroom contests participate in school contests, the winners in the school contests participate in town contests, the winners in the town contests participate in district contests, and the winners in the district contests participate in provincial contests. The provincial contests, as a rule, are held in provincial capitals in connection with provincial garden-day celebrations. The good effects of these contests on the industrial work of the schools cannot be overestimated.

When it comes to determining the kind of industrial work to be taught in the different localities, it is possible, because of the existence of a large number of courses and designs, to make selections without seriously interfering with the ultimate aim to be attained. The work to be taught is nearly always determined by local conditions, and depends on what the established home industry of the community is, on what industrial materials are available in the locality, on how accessible the locality is, and on what the demand is for the product to be made.

Provision of
Materials and of
Equipment

One of the most difficult problems connected with industrial work in the schools is the provision of materials and equipment that are suitable in quality, adequate in quantity, and reasonable in price.

Most of the natural-colored handweaving materials are gathered by pupils or purchased locally. Most of the dyed handweaving materials are prepared in Manila. Most of the materials used in plain-sewing classes are paid for by pupils. Most of the materials used in cooking classes are bought out of a fund provided for that purpose. Most of the materials used in connection with the teaching of embroidery are purchased by the General Sales Department of the General Office and sold to the divisions in which they are to be used.

The difficulty experienced in equipping industrial classes with adequate supplies of tools and instruments is due more to the fact that foreign manufacturers have to be depended on for the supply of this equipment than to any other one thing.

Designs

All of the designs for embroidery, for lace, and for handwoven articles are made in the General Office.



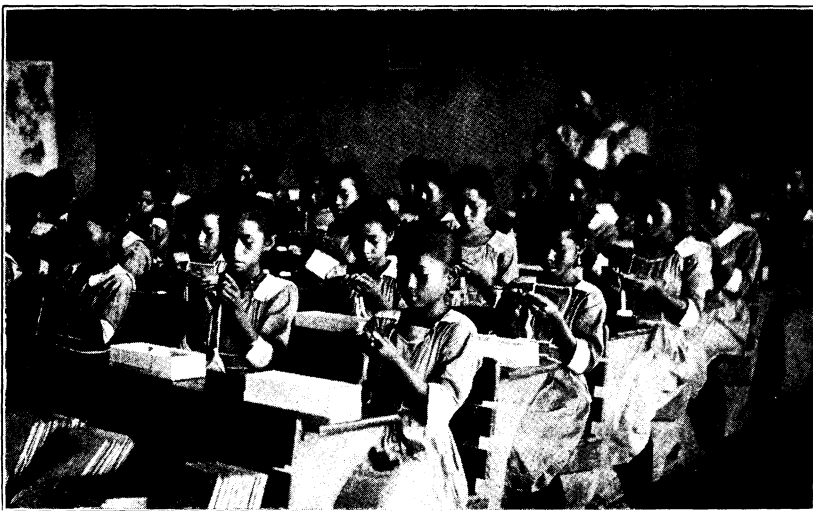
Provincial industrial contest, San Fernando, La Union.



A class in basketry, San Felipe, Zambales.



A class in basketry, Bauan, Batangas.



A class in crocheting, Bauan, Batangas.

The designs for embroidery are usually of the conventional twig, flower, and butterfly type more or less common to white embroidery the world over. However, most of the designs call for a certain amount of a kind of drawn work that gives them an element characteristic of Philippine embroidery.

Much the same can be said of the lace designs most commonly used in the schools. In the lace designs occidental influences prevail, but there are also oriental influences that bespeak their origin.

In the making of handwoven articles, the tendency is to use designs of a decided Malay origin.¹ In fact, there is more evidence of original and typical Malay art in designs for handwoven products than in the designs for either embroidery or lace.

The business end of the industrial work of the Bureau of Education is conducted by the General Sales Department of the General Office. Through its wholesale and its retail divisions, the General Sales Department buys, sells, and distributes materials and equipment for the use of industrial classes in the schools; buys and sells industrial articles made in the schools and in certain household centers; and accepts and places orders for articles to be made in certain schools or in certain school divisions.

Regularly established trade schools are maintained in 20 divisions and provincial school shops are maintained in 19 divisions. Woodworking is the principal course taught in trade schools and provincial school shops. Iron working is taught in a few of these schools. Automobile repairing is taught in the Philippine School of Arts and Trades and in the Camarines Trade School. A course in the operating of gas engines is offered at the Philippine School of Arts and Trades and at the Central Luzon Agricultural School. The feasibility of introducing into other vocational schools the last two courses mentioned is now being considered.

During the school year 1919-20, the estimated value of the work done by the 3,483 boys enrolled in the trade schools and in provincial school shops was ₱380,190.64. This figure does not include the building work to the value of about ₱180,000 done by boys enrolled in the Philippine School of Arts and Trades.

In schools other than trade schools and provincial school shops, the required industrial work for boys in the seventh grade is

¹ However, there are in use a number of designs that show other influences.

shop work consisting mainly of exercises that teach the fundamental operations of woodworking. After completing these exercises, the boys make such articles as school desks and tables.

**Shop Work in
Other Schools**

Basketry is the most popular of all of the courses in which handweaving is used. Reports from the field indicate that ₦121,136.44 worth of baskets were made by the 82,925 boys who took basketry during the school year 1919-20.

Basketry

The teaching of basketry now begins in the third grade in most schools. It used to begin in the second grade when second-grade children were larger than they are now, and it still begins in the second grade in schools where the boys are large enough to undertake the work. It is thought that the bulk of the basketry output of the schools is produced by the boys of the fourth grade; and it is thought that the best work is done in the fifth grade, which is the highest grade in which this work is given regularly.

The teaching of hat making in the schools is confined for the most part to those communities in which it is an established household industry. It is frequently started in the second grade

Hat Making

and is continued on up through the fourth and occasionally the fifth grade. In view of the fact that hat making is an established household industry in many parts of the Islands and is used as a means of livelihood both by men and by women, it is considered a suitable trade to be taught to both boys and girls. The popularity of hat making in the schools is increasing and its spread would be more rapid if the processes involved in the making of hats offered more to interest, and to improve the minds of, the pupils.

The making of bamboo-rattan furniture in the schools is meeting with more favor each year because of its close relationship to the improvement of home conditions. Work of this sort is

**Bamboo-Rattan
Furniture Making**

best adapted to boys of the seventh grade. The estimated value of the bamboo-rattan furniture made in the public schools during the school year 1919-20 was nearly ₦38,000.

Plain sewing, the principal industrial subject for girls, is taught in nearly all of the elementary schools in the Islands. There are very few girls who leave the elementary schools without

Plain Sewing

being able to make most of their own clothes and to make clothes for other members of the family as well. In February, 1920, about 175,000 girls were taking plain sewing in the public schools and during the year imme-

diately preceding that date about ₦483,000 worth of garments were made in plain-sewing classes in the public schools.

Cooking and housekeeping are quite naturally taught together because of the close relation of one to the other. The study of these two subjects forms an important part of the work of every girl who takes the elementary course in housekeeping and household arts.

Cooking and Housekeeping

The course in cooking and housekeeping includes instruction in the cooking of popular native and foreign dishes; in the management, care, and arrangement of the home; in home hygiene and sanitation; in infant care; and in the care of the sick.

The work in connection with cooking and housekeeping begins in the fifth grade. Until recently it ended with the seventh grade, but now it is carried on in high schools that are able to finance it. During the school year 1919-20, about 15,000 girls were taking cooking and housekeeping. This number would have been much larger if more of the municipalities had provided the necessary quarters and equipment for the giving of the course.

The making of embroidery is the chief commercial work of girls who take industrial work in the schools. The work is started in the third grade and is continued through the seventh grade. In some places it is taught in high schools.

Embroidery

Most of the embroidery work of the third and the fourth grades is done on samplers that are elementary in scope. Advanced work is taught in the fifth, the sixth, and the seventh grades, and in these grades, the girls work on samplers until they are thought to be ready to do commercial work. Then the Bureau furnishes them with stamped material to be embroidered and to be made into articles that are most in demand on the market. When girls finish the seventh-grade work, they know enough about embroidery to use it as a trade if they so choose.

The revised edition of the Bureau of Education teachers' manual on embroidery was distributed to the field during 1920 and it has been of much assistance in the improvement of the embroidery work done in the schools.

During the school year 1919-20, 56,904 girls took embroidery and did ₦118,943.22 worth of work. Most of the work was on such articles as handkerchiefs, nightgowns, chemises, baby clothing, flounces, and table linen.

The making of lace in the public schools is not always as popular as the making of embroidery. The work is sometimes

started in the second grade if the pupils are large enough, but as a general rule it is not started before the third grade. Under certain conditions it is continued on up into high schools.

Most of the work in bobbin lace making is confined to Valenciennes patterns. This is due partly to the good demand for laces made after these patterns and partly to the fact that they are made with cotton thread. The present price of linen thread makes the making of cluny and torchon laces almost prohibitive.

Since the girls in our schools do not seem to take very well to the making of filet lace and since the making of this lace has become so firmly established in China as to make it unprofitable here, no effort is being made to extend this work.

During the school year 1919-20, 20,310 girls took lace making in the public schools and did ₱40,154.55 worth of work.

PHYSICAL EDUCATION

For some time physical education has been one of the principal phases of work undertaken by the Bureau of Education. Now physical education in some form or other is required in all Philippine public schools. The new Bureau of Education teachers' manual on physical education gives the essential material for a systematized course of instruction in this subject in all grades.

A rating of 75 per cent in physical education is now prescribed as a requirement for promotion of all pupils from the fourth grade, elementary, to the fourth year, secondary, inclusive, only those pupils who are physically incapacitated being excused from this requirement.

The making of physical education a requirement for promotion does not mean that pupils have to demonstrate any particular athletic ability in order to obtain a passing grade. Pupils who are regular in attendance at the required exercises are promoted regardless of whether they give evidence of any great degree of skill. The grade in physical education is not averaged with the grades in other subjects when the pupil's general average is obtained.

The work in physical education as outlined for our schools by the new teachers' manual on this subject is divided in three parts—Physical Education I, Physical Education II, and Physical Education III. The scope of the work outlined under each of these headings was given in our last annual report and is repeated below:

Required in All
Public Schools

Work Outlined in
New Teachers'
Manual

Physical Education I outlines daily health and sanitary inspections of pupils, of classrooms, of school buildings, and of school premises by classroom teachers in every public school.

Physical Education II outlines relief exercises for all grades of all schools. These exercises are conducted by classroom teachers, and the chief aim of the exercises is to relieve pupils from fatigue caused by sitting still.

Physical Education III outlines for the elementary grades lessons in such activities as marching, calisthenic exercises, dancing, impromptu games, and group athletics; for secondary boys, lessons in such activities as military drill, impromptu games, and group athletics; for secondary girls, lessons in such activities as marching, calisthenic exercises, impromptu games, dancing, and group athletics. The work outlined by Physical Education III is directed by regular classroom teachers who are assisted wherever possible by an athletic director.

The time requirements for physical education in our schools are: for Physical Education I, not more than 10 minutes a day; for Physical Education II, not less than 4 nor more than 10 minutes a day; for Physical Education III, 30 minutes a day in the primary grades, 40 minutes a day in the intermediate grades, 60 minutes a day for boys in the secondary schools, and 60 minutes every other day for girls in the secondary schools.

The majority of the classroom teachers, upon whom rests the greater part of the responsibility of putting the new course in physical education into effect, have had very little experience with work of this nature. However, every possible effort is being made to train them for the work at vacation assemblies, at normal institutes, and through supervision.¹ And it is now thought that it will not be long before most of them will be sufficiently qualified to direct the work quite successfully.

In the schools of the city of Manila, trained playground instructors are employed and are subject to the supervision of a playground director. There is one playground instructor to every three or four schools. The playground instructors assist the classroom teachers with the physical-education program by suggesting methods of procedure and by demonstrating the activities prescribed.

The elementary schools of the city of Manila give a playground-day demonstration every year as a climax to the year's playground work. Last year, more than 5,000 school children took

¹ There are now 4 of our teachers specializing in physical education in the United States at government expense.

part in this demonstration, which was witnessed by at least 10,000 persons.

A remarkable interest in athletics has been developed in the Philippines since American occupation. In the development of this favorable disposition toward athletics, the public schools, through an extensive and comprehensive system of interscholastic and interprovincial contests, have played a most prominent part.

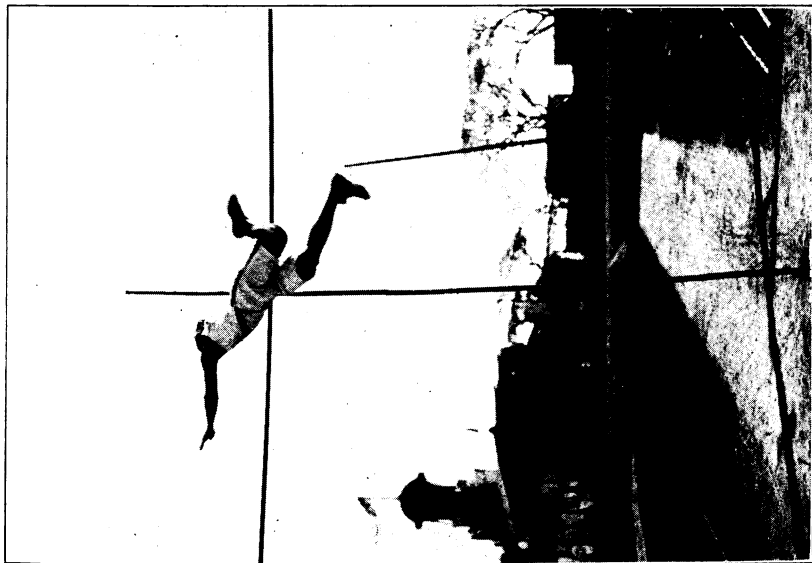
The interscholastic and the interprovincial contests have always attracted wide attention. The winners of interscholastic contests as a rule furnish the material for interprovincial contests. And then from the individuals and the teams which win in the interprovincial contests are selected the competitors for the interscholastic championship contests held in Manila in connection with the Philippine Carnival.

At the 1920 Carnival, the Philippine School of Arts and Trades won the interscholastic baseball championship; the school division of Bulacan won the interscholastic girls' indoor-baseball championship; and the East Visayan Athletic Association (composed of the school divisions of the East Visayan Islands, Mindanao, and Sulu) won the interscholastic track-and-field meet.¹

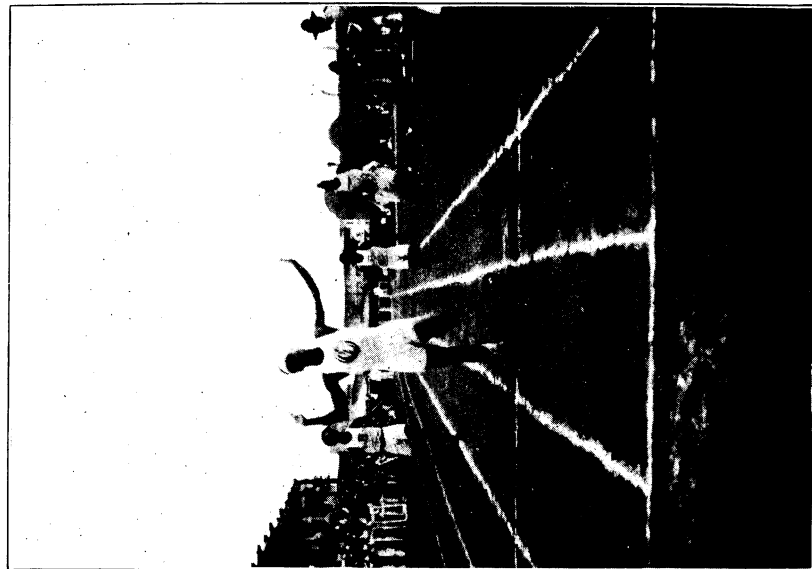
The following interesting compilation shows Philippine interscholastic track-and-field records compare very favorably with American interscholastic records:

Events	World's Amateur Records	P. A. A. F. Records	Philippine Interscholastic Records	American Interscholastic Records	Far Eastern Games Records
50-yard dash.....	5 $\frac{1}{2}$ sec.		5 $\frac{1}{2}$ sec.	5 $\frac{1}{2}$ sec. ....	.....
100-yard dash.....	9 $\frac{1}{2}$ sec.	10 sec.	10 sec.	9 $\frac{1}{2}$ sec.	10 sec.
220-yard dash.....	21 $\frac{1}{2}$ sec.	22 sec.	23 sec.	21 $\frac{1}{2}$ sec.	22 $\frac{1}{2}$ sec.
440-yard run.....	47 sec.	50 sec.	53 sec.	48 $\frac{1}{2}$ sec.	51 $\frac{1}{2}$ sec.
880-yard run.....	1 min. 52 $\frac{1}{2}$ sec.	2 min. 6 $\frac{1}{2}$ sec.	2 min. 9 $\frac{1}{2}$ sec.	1 min. 55 sec.	2 min. 5 sec.
1-mile run.....	4 min. 12 $\frac{1}{2}$ sec.	4 min. 55 sec.		4 min. 23 $\frac{1}{2}$ sec.	4 min. 50 $\frac{1}{2}$ sec.
120-yard high hurdles.....	14 $\frac{1}{2}$ sec.	16 $\frac{1}{2}$ sec.	16 $\frac{1}{2}$ sec.	15 $\frac{1}{2}$ sec.	16 $\frac{1}{2}$ sec.
220-yard low hurdles.....	23 $\frac{1}{2}$ sec.	27 sec.	26 $\frac{1}{2}$ sec.	24 $\frac{1}{2}$ sec.	26 $\frac{1}{2}$ sec.
Running high jump.....	6 ft. 7 $\frac{1}{2}$ in.	5 ft. 8 $\frac{1}{2}$ in.	5 ft. 8 $\frac{1}{2}$ in.	6 ft. 3 $\frac{1}{2}$ in.	5 ft. 7 $\frac{1}{2}$ in.
Running broad jump.....	24 ft. 11 $\frac{1}{2}$ in.	21 ft. 8 $\frac{1}{2}$ in.	22 ft. 2 $\frac{1}{2}$ in.	23 ft. 7 $\frac{1}{2}$ in.	21 ft. 9 $\frac{1}{2}$ in.
Pole vault.....	13 ft. 2 $\frac{1}{2}$ in.	10 ft. 10 in.	11 ft. 8 $\frac{1}{2}$ in.	12 ft. 8 in.	10 ft. 10 $\frac{1}{2}$ in.
Shot put, 12 lbs.	57 ft. 3 in.		45 ft. 11 $\frac{1}{2}$ in.	55 ft. 9 in. ....	.....
Shot put, 16 lbs.	51 ft.	37 ft. 1 $\frac{1}{2}$ in.		45 ft. 6 $\frac{1}{2}$ in.	37 ft. 4 $\frac{1}{2}$ in.
Discus throw.....	156 ft. 1 $\frac{1}{2}$ in.	121 ft. $\frac{1}{2}$ in.	108 ft. 10 in.	139 ft. 5 $\frac{1}{2}$ in.	109 ft. 5 $\frac{1}{2}$ in.
Javelin throw.....	204 ft. 5 $\frac{1}{2}$ in.	153 ft. 11 $\frac{1}{2}$ in.	157 ft. 11 in.	184 ft. 9 $\frac{1}{2}$ in.	152 ft. 4 $\frac{1}{2}$ in.
880-yard relay.....	1 min. 29 $\frac{1}{2}$ sec.	1 min. 35 $\frac{1}{2}$ sec.	1 min. 37 $\frac{1}{2}$ sec.	1 min. 32 $\frac{1}{2}$ sec.	1 min. 33 $\frac{1}{2}$ sec.
1-mile relay.....	3 min. 18 sec.	3 min. 32 $\frac{1}{2}$ sec.	3 min. 41 $\frac{1}{2}$ sec.	3 min. 27 $\frac{1}{2}$ sec.	3 min. 36 sec.

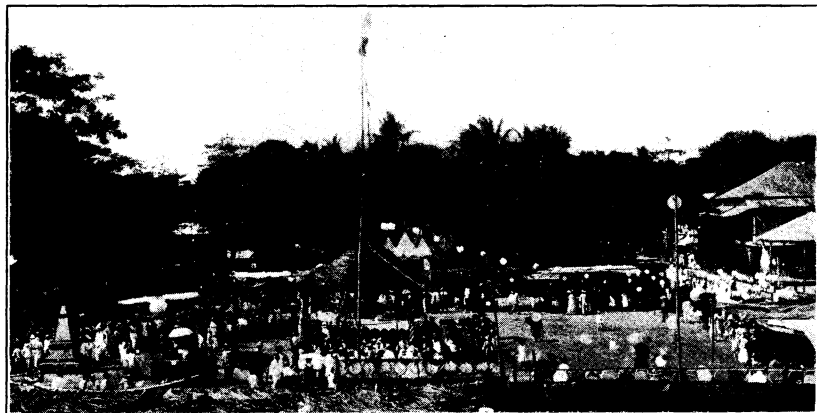
¹ The open track-and-field meet at the 1920 Carnival was won by the team representing the Bureau of Education. The other teams which entered the open contest were from the University of the Philippines and different regiments of the United States Army.



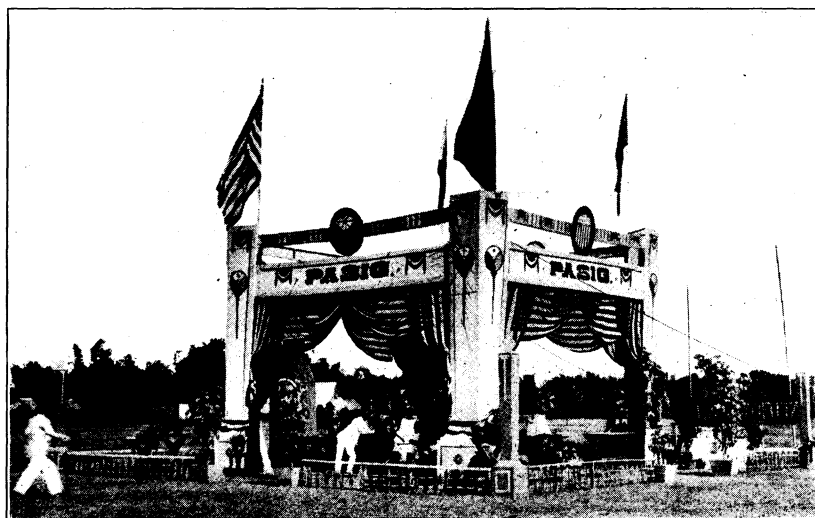
Alo, of Cebu, breaking pole-vault record, Philippine Carnival Inter-scholastic Track-and-Field Meet, Manila.



Taduran, graduate of Camarines High School, winning 880-yard run, Philippine Carnival Open Meet, Manila.



Garden-day celebration, San Narciso, Zambales.



Pasig booth, provincial garden-day celebration, Pasig, Rizal.

AGRICULTURAL ACTIVITIES OF THE PUBLIC SCHOOLS

The agricultural activities of the public schools continue to grow in importance. Commendable progress was made in nearly all of these activities during 1920, despite the fact that there was a 50 per cent reduction¹ in appropriations for their support.

We now have 251 schools for the study of agriculture. Of these 251 schools, 15 are classed as agricultural schools, 14 are classed as farm schools, and 222 are classed as settlement farm schools.

An agricultural school is a boarding school located on a large farm where pupils are subsisted in part by the Government. Farm schools are day schools having facilities for the teaching of practical farming to boys and housekeeping and household arts to girls. Settlement farm schools are primary schools established among people who are more or less nomadic in their habits, with the idea of encouraging them to form permanent settlements in the neighborhood of the schools.

Plans were made during 1920 for the opening of two new agricultural schools—one at Rosario, La Union, and the other at Baybay, Leyte. The development of both of these schools has been retarded by difficulties incidental to getting possession of the land desired.

New and better locations were found during the year for three of our agricultural schools; namely, the Agusan Agricultural School, the Bukidnon Agricultural School, and the Zamboanga Agricultural School.

The average farm area of 13 of the agricultural schools that are now in operation is 342 hectares. These schools are fast becoming important centers in the communities in which they are located, and they are of great help in the development of large areas of fertile land which would otherwise lie unproductive. During the school year 1919-20, 2,169 boys and 117 girls enrolled in agricultural schools and the estimated value of production at these schools for that school year was ₱110,454.23.

The Central Luzon Agricultural School at Muñoz, Nueva Ecija, continues to grow and to attract wide attention both here and abroad. A new power plant has been installed there and new buildings have been erected on the model farm where teachers of agriculture are

¹ This reduction made it necessary to curtail our agricultural building program and to postpone the opening of certain agricultural schools that we had hoped to be able to open.

trained. In December, 1920, there were enrolled at the Central Luzon Agricultural School 830 students. During the school year 1919-20, 260 hectares of the school farm were cultivated and the total value of production was ₱39,751.18.

The Trinidad Agricultural School at Trinidad, Mountain Province, has developed into a very large school. Its nearness to Baguio, the mountain resort of the Philippines, has had a

**Trinidad
Agricultural School**

great deal to do with its remarkable growth. Several new buildings and a new water system were added to the equipment of this school during 1920. The swamp area of the school farm has been drained and the reclaimed land irrigated by the Bureau of Public Works. A large area of public grazing land has been made available by the Governor-General for the use of this school. The Trinidad Stock Farm, which was a Bureau of Agriculture project, has been turned over to the school to be used as a part of the school plant.

The Catarman Agricultural School at Catarman, Samar, is becoming of more importance each year. During the past year, 12 wooden buildings have been erected at Catarman. Much

**Catarman
Agricultural School**

attention is being given there to coconut growing. In order to provide better facilities for coconut growing and also for abaca growing, 150 hectares of additional land has been purchased for this school.

No new farm schools have been opened. Of the 14 schools of this type now in existence, the total area is 285 hectares, 137 hectares of which were under cultivation last year. During

Farm Schools

the school year 1919-20, 1,497 boys and 710 girls enrolled in farm schools and the estimated value of production at these schools for that school year was ₱29,919.69.

The year's increase in the number of settlement farm schools was 60. During the school year 1919-20, 11,860 boys and 6,031

**Settlement
Farm Schools**

girls enrolled in settlement farm schools and the estimated value of production at these schools for that school year was ₱165,166.05.

As was announced in our last annual report, plans for the extension of agricultural education call for the opening of a rice school, a fruit school, an abaca school, a tobacco school,

**Plans for Extension
of Agricultural
Education**

a sugar school, and a coconut school, all of which will be boarding schools on the order of the Central Luzon Agricultural School. Tentative locations have been chosen for several of these schools, but further materialization of plans in connection with their development

must necessarily await favorable action on the part of the Philippine Legislature.

The De Guzman agricultural-education bill, a copy of which may be found on pages 82 and 83 of our last annual report, was presented to the Philippine Legislature again last fall, but failed to be approved despite the fact that it was one of the measures sponsored by the Governor-General. This bill provides for the extension of agricultural education by developing a larger number of agricultural schools and by training more agricultural teachers. The provisions of this bill are sanctioned by this Office and it is hoped that the bill may even yet meet with the approval of the Legislature.

During 1920, authority was granted for the offering of the secondary course in farm management at the Trinidad Agricultural School, at the Catarman Agricultural School, at the Batac (Ilocos Norte) Farm School, and at the Santa Maria (Ilocos Sur) Farm School. The secondary course in farm management has been offered in some of the other schools of agriculture for some time. Further extension of this course will materialize as time goes on.

School and home gardening becomes more popular with public-school children every year. It has for years been the most popular and the most profitable form of industrial work in the schools. During the school year 1919-20, 166,533 pupils took gardening in one form or another. The number of school gardens cultivated during the school year 1919-20 was 5,130 and the number of home gardens cultivated by school children was 160,032. The total area of the school and home gardens was 2,246 hectares and the estimated value of production was ₱685,017.86. The number of garden-day celebrations held during the school year 1919-20 was 1,509.

During the school year 1919-20, there were 1,615 schools with tree nurseries, from which 196,156 trees and plants were distributed to the people. Arbor Day is celebrated every year in all school divisions in accordance with the Arbor Day proclamation of the Governor-General. During the school year 1919-20, there were planted at the homes of school children 699,236 trees and plants.

During the school year 1919-20, there were in operation 1,897 boys' and girls' agricultural clubs centering around such activities as pig raising, poultry raising, fruit growing, corn grow-

Agricultural Clubs ing, vegetable growing, and cooking. The memberships in these clubs totaled 24,142 pupils, of whom 2,313 were engaged in pig raising; 8,403, in poultry raising; 1,361, in fruit growing; 1,471, in corn growing; 9,425, in vegetable growing; and 1,169, in cooking.

The total value of production of all agricultural-club members during the school year 1919-20 has been estimated at ₱378,825.92, an average of ₱15.70 a member. There were 320 club members whose production was valued at more than ₱100 each; 556 whose production was valued at between ₱75 and ₱100 each; 1,269 whose production was valued at from ₱50 to ₱75 each; and 3,704 whose production was valued at ₱25 to ₱50 each.

School projects in animal husbandry are increasing in number and in value. School farms are better supplied with work animals and breeding animals than ever before. During 1920, **Animal Husbandry** a special appropriation became available for the establishment of herds of range cattle and carabaos at five agricultural schools. During every school year, public-school children raise thousands of chickens and hogs. Most of the meat consumed by pupils at agricultural boarding schools is raised on the school farms.

During 1920, much emphasis was placed on food production, but this was not done with the idea of devoting less time to other agricultural work. The domestic-science classes lent much encouragement to the food-production campaign by trying to popularize recipes for better native and foreign dishes and by holding public food demonstrations at garden-day celebrations. **Emphasis on Food Production**

Much difficulty is being experienced in obtaining teachers who are qualified to teach in the agricultural and farm schools. Everything possible is being done at the Central Luzon Agricultural School to train teachers for this work. **Teachers of Agriculture** Last year 14 teachers of agriculture were sent to this school and 1 teacher was sent to the United States¹ for further training in agriculture.

Homesteaders and new settlers around agricultural and farm schools are encouraged to look to these schools for assistance and advice. More than 5,000 homesteaders in the vicinity of the Central Luzon Agricultural School received help and advice of this sort last year. In many places, homesteaders are organized into coöperative societies under the supervision of school men. Within the last **Schools Help Homesteaders**

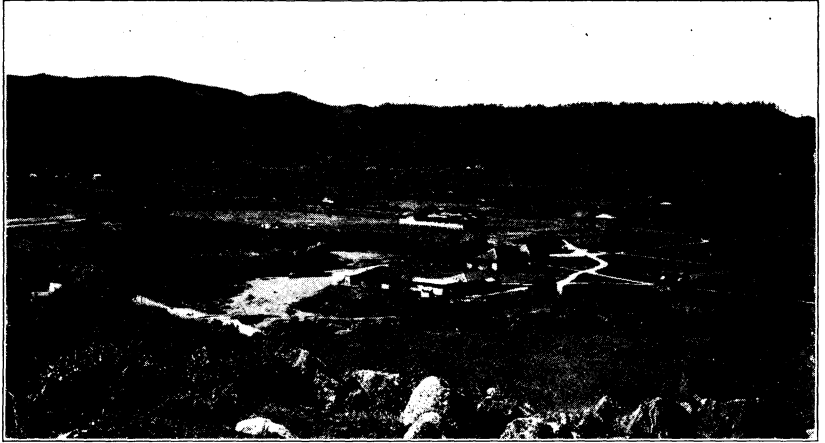
¹ There are now 4 of our teachers specializing in agriculture in the United States at government expense.



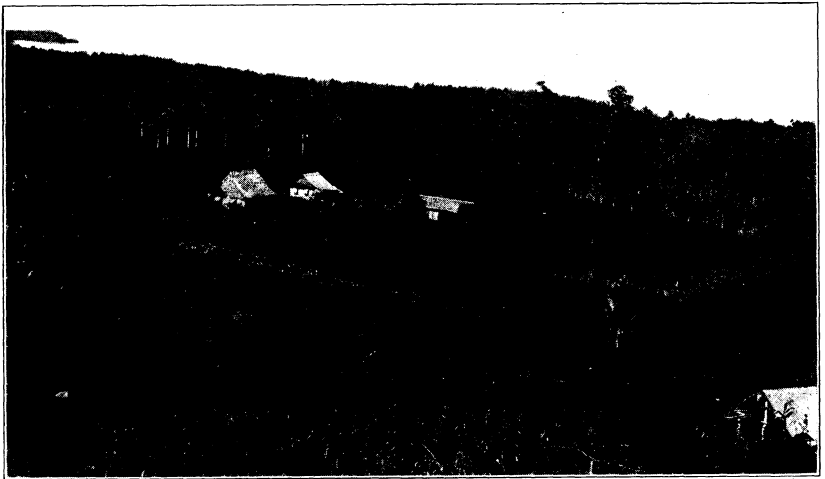
Cattle at Catarman Agricultural School, Samar.



Sheep at Trinidad Agricultural School, Mountain Province.



View of part of Trinidad Agricultural School, Mountain Province.



La Union Settlement Farm School, Davao.

year or so, more than 100 homesteads have been taken in undeveloped regions of Mindanao and Sulu by teachers and their families stationed in those places.

Summary The following summary will give an idea of the rapid growth of the agricultural activities of the public schools:

The number (251) of schools that we now have for the study of agriculture represents an increase of 33 per cent during the past year and of 325 per cent during the last four years.

The number (5,130) of school gardens cultivated during the school year 1919-20 represents an increase of 15 per cent over the corresponding number for the school year 1918-19 and of 45 per cent over the corresponding number for the school year 1915-16.

The number (160,032) of home gardens cultivated by school children during the school year 1919-20 represents an increase of 32 per cent over the corresponding number for 1918-19 and of 230 per cent over the corresponding number for the school year 1915-16.

The number (1,615) of school nurseries in operation during the school year 1919-20 represents an increase of 38 per cent over the corresponding number for the school year 1918-19 and of 45 per cent over the corresponding number for the school year 1916-17.

While the number (24,142) of school children who belonged to agricultural clubs during the school year 1919-20 represents a decrease of 1 per cent since the school year 1918-19, it represents an increase of 54 per cent since the school year 1916-17.

NEW RURAL-SCHOOL PROGRAM

The further extension of educational facilities to the remoter regions of these Islands makes it more apparent than ever that our rural schools as they are now constituted are not fully meeting the needs of the communities in which they are located. For years, the growth of our rural-school system suffered quite materially because, due to the lack of funds, it was impossible for us to do more than to consider plans for the giving of rather meager instruction to as many children as possible at as little expense as possible. But now, on account of the operation of Act 2782 (the thirty-million-peso act), it is possible for us to consider much broader plans for the development of rural schools.

A careful study of the situation has led us to the belief that, if we are to meet the needs of most, if not of all, of our rural communities, we must develop no less than four types of rural schools—one type for rural communities where the people are more or less nomadic in their habits; another type for sparsely settled rural communities; another type for rather thickly settled rural com-

Involves Much
Broader Plans

Four Types of
Rural Schools
Needed

munities; and still another type for ordinary farming communities.

In communities where the people are more or less nomadic in their habits, we have for the last ten years been establishing schools of a type that has proved to be most effective as a means of getting the people of these communities to form permanent settlements. We have been calling these schools settlement farm schools.

Another type of settlement farm school is now being used in some cases to meet the conditions found in sparsely settled communities. It is thought that most of the schools opened in sparsely settled regions should emphasize the teaching of handicrafts and other home industries as well as the teaching of farming. It is also thought that they should provide dormitory accommodations and subsistence for pupils who live too far from the schools to go back and forth between their homes and school every day. In no other way can they be made to reach the desired number of people.

In thickly settled rural communities, most of the people are grouped in what are called barrio centers, where they are engaged in agriculture or in home industries. The schools in these communities need be no more than day schools where the pupils may do academic work at school in the forenoons and industrial work at home in the afternoons. The home industrial work needs to be done under the supervision of teachers and may include agricultural work and the making of handicraft products. Through the coöperation of the Honorable Frank W. Carpenter, ex-Governor of the Department of Mindanao and Sulu, a school of this type is now being tried out at Novaliches, Rizal.

In ordinary farming communities where the population is too widely scattered to be served by the same type of school as is recommended for thickly settled rural communities and where the population is not so widely scattered as to make a boarding school necessary, the schools need be day schools prepared to serve meals to pupils so they can remain at school all day and return home at night.

Much of the work in connection with the development of rural schools of the four types mentioned above is yet in the experimental stage. During this stage of their development such important questions as the length of the school year, the amount of academic work,

Schools for Un-
settled Communities

For Sparsely Settled
Communities

For Thickly Settled
Communities

For Ordinary Farm-
ing Communities

Much of Work Yet
in Experimental
Stage

the amount of agricultural and industrial work, and the amount of home-project work to be required will be decided upon. It is earnestly hoped that it will not be long now before we will have in operation a much larger number of rural schools that will connect up more intimately with the life of the people whom they serve.

EDUCATION AMONG NON-CHRISTIANS

As has been said before, our chief task among the non-Christian Filipinos is to bring them up to the same cultural level of the Christian Filipinos and at the same time to strengthen the bond of union between them and their Christian kinsmen.

The interest of the non-Christians in the cause of education is increasing. Between December, 1919, and December, 1920, there were opened in the so-called non-Christian provinces—Mountain, Nueva Vizcaya, Agusan, Bukidnon, Cotabato, Davao, Lanao, Sulu, and Zamboanga—115 new public schools. Of this number, 1 was a secondary school, 16 were intermediate schools, and 98 were primary schools.

In December, 1920, there were in the non-Christian provinces a total of 798 public schools, of which number 6 were secondary schools, 48 were intermediate schools, and 744 were primary schools. Of the 6 secondary schools, 1 was a four-year school, 2 were three-year schools, and 3 were one-year schools. Of the 48 intermediate schools, 21 were three-year schools, 11 were two-year schools, and 16 were one-year schools.

The total annual enrolment in all public schools in these provinces as of December, 1920, was 72,348, or an increase of 12,107 over the total annual enrolment as of December, 1919. The increase in enrolment in primary and intermediate schools in these provinces was 12,089 and the increase in enrolment in secondary schools was 18.

That the Mohammedans of Mindanao and Sulu are taking more interest in the education of girls is shown by the large increases in the number of girls enrolling in their schools. In December, 1920, the annual enrolment of girls in the public schools of the Mohammedan country was 17,809, an increase of 31 per cent over the corresponding figure for December, 1919, and of 152 per cent over the corresponding figure for December, 1917.

The table below shows the number of American and Filipino teachers (exclusive of superintendents) on duty in the non-

Teachers in non-Christian Provinces Christian provinces in December, 1920, as compared with the number of American and Filipino teachers on duty in these provinces in December, 1919:

Year	American	Filipino	Total
1919	36	1,473	1,509
1920	34	1,694	1,728

A large number of the Filipino teachers are from Christian communities. As has been pointed out in a previous report, the increasing interest of the Christian population in the affairs of the non-Christian population is nowhere better demonstrated than in the loyal devotion to duty in evidence among the Christian teachers employed in non-Christian schools.

Many of the Filipino teachers from Christian communities who have accepted teaching positions in non-Christian communities have taken up homesteads among the non-Christians for themselves and their families. As has been said elsewhere in this report, more than 100 such homesteads have been taken by teachers within the last year or so. These more or less permanent settlements of Christian teachers in non-Christian communities will undoubtedly prove to be a very important factor in bringing about a much closer relationship between the Christian and the non-Christian peoples.

The following comparative statement shows the improvement during the last three years in the academic attainments of Filipino teachers employed in non-Christian provinces:

Attainments of Teachers in non-Christian Provinces
Of the total number of Filipino teachers employed in these provinces during the school year 1916-17—

76.36 per cent were of educational attainments of first year secondary or better.
20.58 per cent were of attainments under the first year secondary.
3.06 per cent were of attainments not easily classified because of their training along special lines.

Of the total number of Filipino teachers employed in these provinces during the school year 1919-20—

85.11 per cent were of educational attainments of first year secondary or better.
13.78 per cent were of attainments under the first year secondary.
1.11 per cent were of attainments not easily classified because of their training along special lines.

The three divisions in the so-called non-Christian territory which paid the highest salaries to municipal teachers during the school year 1919-20 were: Sulu, Bukidnon, and Mountain, the average monthly salaries of municipal teachers in these divisions having ranged from ₱44.81 in Mountain to ₱48.04 in Sulu. As

Salaries of Municipal Teachers in non-Christian Provinces



Intermediate school garden, San Mateo, Rizal.



Vegetable garden, Lagangilang Agricultural School, Abra.



Pupils' prize exhibit, garden-day celebration, San Marcelino, Zambales.



Home garden in Lipa, Batangas, of a primary pupil.

a rule, the salaries of municipal teachers in the non-Christian provinces are higher than the salaries of municipal teachers in Christian provinces.

One of the biggest problems in connection with the educational program for non-Christians is the difficulty and the expense of reaching the people of the remote and the sparsely settled regions of non-Christian territory. The settlement farm schools have been of tremendous value in reaching the people of these regions, but it has been found that the original type of settlement farm school cannot be made to operate to the best advantage in all communities. It is this deficiency of the settlement farm school that has led us to consider plans for the development of the four types of country schools discussed elsewhere in this report.

At present, there are 205 settlement farm schools in eight of the nine provinces classed as non-Christian provinces. Of these 205 schools, 77 are in Bukidnon; 48 are in Davao; 45 are in Agusan; 13 are in Cotabato; 8 are in Lanao; 5 are in the Mountain Province; 5 are in Nueva Vizcaya; and 4 are in Zamboanga.¹

In the settlement farm schools in non-Christian provinces, the annual enrolment as of March, 1920, was 16,985,² which represents an increase of 37 per cent over the corresponding figure for March, 1919.

In spite of the fact that within the last four years the total number of schools opened in the non-Christian provinces has increased by 112 per cent and the total enrolment in these schools has increased by 121 per cent, there is still an enormous amount of work to be done before even a reasonable percentage of the children in these provinces are reached by the schools. The expense of putting these children in school cannot be met by funds obtained from local taxation, but must be met largely by continued appropriation of funds by the Insular Government.

INSULAR SCHOOLS OF SPECIAL TYPE

In the six Insular schools of special type—the Philippine Normal School, the Central Luzon Agricultural School, the Philippine School of Arts and Trades, the Philippine School of Com-

¹ Of the 17 other settlement farm schools that we now have, 6 are in Surigao; 2 are in Rizal; 2 are in Samar; 2 are in Tarlac; and 1 in each of the following provinces: Albay, Antique, Nueva Ecija, Occidental Negros, and Zambales.

² Of this number, 11,296 were boys and 568 were girls.

merce, the Philippine Nautical School, and the School for the Deaf and the Blind—worthy gains were made during the year just ended.

In the Philippine Normal School, at the end of December, 1920, the number of student teachers enrolled was 558. At the same time the number of pupils enrolled in the training department of the Philippine Normal School was 587. The former figure represents an increase of 96 and the latter figure represents an increase of 93 over the corresponding figures for December, 1919.

Philippine
Normal School

For several years the most urgent need of the Philippine Normal School has been for a separate building for the training department. Last fall, the Philippine Legislature set aside an appropriation (not to exceed ₱175,000) to be used in constructing a building for the training department of the normal school, but it will be some time yet before work on this project can be started.

The Central Luzon Agricultural School, which is spoken of in some detail in the discussion of agricultural activities of the public schools, has had a very prosperous year. A model farm school, with girls as well as boys enrolled, has been added to the equipment of this school.

Central Luzon
Agricultural School

Much attention is being paid to the growth of productive enterprises among students at the Central Luzon Agricultural School in order to enable them to earn most, if not all, of their living expenses during the period of their attendance at the school. Last year, more than 200 students at this school were employed as regular farmers. About 180 more were taken care of by student enterprises, of which the following were successfully operated during the year: a sawmill, a rice mill, a woodworking shop, an exchange, a bakery, a printing shop, a tailor shop, a barber shop, a cinematograph, a bank, and a hospital. A number of students worked independently at poultry raising, pig raising, and gardening. Nearly 100 earned their way by filling such non-productive positions as cooks, janitors, guards, and sanitary inspectors. A few others worked as contractors for the delivery of such materials as timber and other forest products or for such work as excavating and grading.

The two current publications, *The Homesteader* and *The Student Farmer*, which are published by the student body of the Central Luzon Agricultural School, appeared regularly last year.

In the Philippine School of Arts and Trades there were in

December, 1920, 579 students. This number represents an increase of 26 over the corresponding number for December, 1919. The estimated value of production in this school for the school year 1919-20 was ₱44,049.20, an increase of ₱8,362.25 over the corresponding figure for the school year 1918-19.

The new ₱300,000 academic building at the Philippine School of Arts and Trades has been occupied for about one year. It had been very badly needed for some time. Trade-school boys did a large part of the work on the new building, which was erected under the supervision of the Bureau of Public Works. Even the plans for the building were drawn by trade-school boys.

In the Philippine School of Commerce there were in December, 1920, 283 students. This number represents an increase of 33 over the corresponding number for December, 1919. This increase was made in spite of the fact that the building that houses the school is most unsatisfactory. The enrolment in December, 1920, in the night classes of the commercial school was 243.

In the Philippine Nautical School there were in December, 1920, 61 students. In March, 1920, 29 nautical-school students completed the required two years of work ashore and left the school to complete their course in navigation by serving eighteen months as apprentices on sea-going vessels. Of these 29 students, 25 obtained positions as apprentice mates or as quartermasters on vessels of Philippine registry and 4 obtained positions as seamen on vessels of American registry. After completing the required apprentice work at sea, these young men will be ready for their licenses as marine officers.

The theoretical training given at the Philippine Nautical School is of a high standard and compares favorably with the theoretical training given at nautical schools in other countries, but since the school has no training ship there is not enough opportunity for the students to do much practice work until after they complete the theoretical part of the nautical course.

The enrolment in the Philippine Nautical School is necessarily limited to about 65 students. More than this number applied for matriculation last year. The desire for nautical training has increased because of the recent substantial increases in salaries paid to officers on vessels operating in Philippine waters.

In the School for the Deaf and the Blind, there were in December, 1920, 75 students. This number represents an increase of 19 over the corresponding number for December, 1919. Many applicants for admission to this school had to be turned down last year because of the lack of room for them in the school dormitories.

A new building has been authorized for the School for the Deaf and the Blind. This building will be located in Pasay, Rizal, and it is estimated that it will cost more than ₱200,000.

SCHOOL LIBRARIES

In December, 1920, we had in these Islands 2,060 public-school libraries containing a total of 422,467 books and pamphlets. In December, 1915, we had 329 public-school libraries containing 88,539 books and pamphlets. These figures show that between December, 1915, and December, 1920, the number of our school libraries increased by 526 per cent and the number of books and pamphlets in them increased by 377 per cent.

Although the Philippine Library has established branch libraries in the larger of the provincial capitals, the majority of the people of most of the school divisions still have no other library facilities than those offered by the schools. With this fact in mind, we are giving much attention to the organization of school libraries in order to make them as useful to the communities as they are to the schools. The work of organization in each library involves the classification of the books according to subjects and the preparation of a dictionary catalog having author, title, and subject entries for all books in one alphabet.

In the classification of our libraries, we had been using the Library of Congress system up until last year, when it was decided to replace it by the Dewey decimal system. The Dewey decimal classification is simpler and is more generally used in the United States and in other countries. It is also being used by the Philippine Library and its branches.

Much is being done in the Philippine Normal School and in the University of the Philippines for the training of young men and young women for library work. In the course of time, we hope to have each of the larger of our school libraries classified and catalogued, with either a librarian or a teacher-librarian in charge. And at the same time



Sawmill operated as student enterprise, Central Luzon Agricultural School.



Winnowing rice, Central Luzon Agricultural School.



Some of the buildings at Catarman Agricultural School, Samar.



Schoolboys harvesting rice in school garden, San Narciso, Zambales. School building in background.

we hope to have a much larger percentage of school libraries ready to serve the people of the school communities.¹

TEXTBOOKS AND PUBLICATIONS

Ever since the introduction of the American system of public schools into the Islands, Philippine educational authorities have been confronted with the problem of providing the schools with suitable textbooks better adapted to local conditions. Now, with the exception of supplementary readers and textbooks in music, all of the textbooks used in Philippine elementary schools have been prepared especially for these schools. A number of the textbooks used in the secondary schools have been made to meet local conditions, but the need for local material in the secondary schools has not been as great as it has been in the elementary schools.

During 1920, copies of Osias' *Philippine Readers*, Books V, VI, and VII, were distributed to the field to be used for supplementary reading in the intermediate grades. Justice George M. Malcolm has submitted a manuscript for a textbook in Philippine Government to be considered for use in the fourth year of the secondary course. A revision of Miller-Polley's *Intermediate Geography* has been authorized, as has also a revision of the Bureau of Education bulletin on sewing.

The following publications were received from the Bureau of Printing during 1920: Bulletin 31, Revised, *School and Home Gardening*; *Embroidery*, a manual for teachers; *Physical Education*, a manual for teachers; *Prose Selections*, for use in the first year of the secondary course; a reprint of *English Composition*, a manual for teachers; the Twentieth Annual Report of the Director of Education; *Catalog of Handwoven Products of the Philippine Public Schools*; *Service Manual Changes*, Nos. 4, 5, 6, and 7; a reprint of Bureau of Agriculture Bulletin 32, *Plant Propagation and Fruit Growing in the Tropics*; and a reprint of Bureau of Agriculture Bulletin 35, *The Coconut—Its Culture and Uses*.

At the end of the year the following Bureau of Education publications were being reprinted at the Bureau of Printing: *Selected Short Poems*, for use in the second year of the secondary course; *Woodworking for Beginners*, a textbook for use in trade schools and in school shops; *Woodworking for Philippine Public*

¹ Statistics show that during the year 1920 nearly 20 per cent of our school libraries were being used by the people of the school communities.

Schools, a manual for teachers; and the *Course of Study for Intermediate Grades*.

During the year a large amount of material was planotyped or mimeographed in the General Office and sent to the field.

Besides the usual circulars, general instructions, **Material Printed in the General Office** technical bulletins, outlines, etc., this material included a course of study in sewing for the first and the second years of the secondary course, a course of study in cooking for the second and the third years of the secondary course, and a new course in secondary English accompanied by library lessons for secondary schools.

SCHOOL BUILDINGS AND SCHOOL SITES

Although we had to adjust our building program last year to a number of restrictions—caused for the most part by a decrease in Insular appropriations for building **More Buildings Despite Restrictions** purposes, by increases in transpacific and in interisland freight rates, by increases in the cost of materials and labor, and by increases in exchange rates—the situation in connection with the housing of our schools was very greatly improved and at the end of the year there were 631 more government-owned school buildings¹ than there were at the end of 1919. Under the circumstances, these results could not have been attained if we had not had the most hearty support of the people whose interest in education heightens as the material evidences of its benefits increase.

Within the last few months there have been indications of a general reduction in prices of commodities and of consequent reductions in the costs of materials and labor, which, with the increased revenues hoped for from the proposed **Better Prospects for 1921** increase in taxation, will undoubtedly have a very beneficial effect on our building program during the coming year.

It has been the policy of the Bureau of Education for several years to authorize the construction of no other than concrete buildings in most cases in which the projects are financed wholly or in part by Insular funds. It has also been the **Concrete Construction Encouraged** policy of the Bureau to insist as much as possible on the construction of concrete buildings in cases in which the projects are financed entirely by local funds. And

¹ Of these 631 new buildings, 579 were constructed without assistance from the Insular Government. The classification of these buildings is given on page 59.

there has been no change in policy in either contingency.¹ However, to meet the immediate demands of extension schools for buildings, we have necessarily had to authorize the construction of a larger number of mixed-material and temporary buildings than usual.

Among the larger of the permanent buildings now under construction are buildings for the Zamboanga Normal School, the Northern Luzon Normal School, the Western Visayan Normal School, the Abra High School, the Capiz High School, the Mindoro High School, the Oriental Negros High School, the Santa Cruz (Laguna) Intermediate School, the Angeles (Pampanga) Central School, the Calumpit (Bulacan) Central School, the Capiz Central School, the Vigan (Ilocos Sur) Central School.

Buildings under Construction

Among the larger of the permanent-building projects to be undertaken in the near future are buildings for the School for the Deaf and the Blind, the Eastern Visayan Normal School, the Pangasinan Normal School, the Cagayan High School, the Nueva Ecija High School, the Tarlac High School, and a girls' dormitory in Lucena,

Projects to Be Undertaken

Tayabas.

Plans are being drawn for a number of other permanent buildings, among the larger of which are buildings for the Manila High School and the training department of the Philippine Normal School.

Plans for Other Buildings

Because of the growth of our high schools and because of the scarcity of adequate living accommodations in the provinces, representations were made last year to provincial boards to make provisions in the development of high-school plants for teachers' cottages. Favorable responses to these representations were received and promises were made in some cases to provide the necessary funds at an early date.

Teachers' Cottages

For a number of years we have been building the majority of our concrete schoolhouses after standard plans. There are now in use 13 standard plans for concrete buildings. All of these plans call for about the same type of building, the main difference being in the number of rooms.

Standard Plans

¹ One of the best arguments in favor of the construction of concrete buildings lies in the fact that of the 211 or more school buildings reported as destroyed during the last three years, only 1 was of concrete. Of the 128 buildings reported as destroyed during 1920, 31 were mixed-material and 97 were temporary buildings.

The names of these plans and the number of rooms called for by each follow: Plan 1, one classroom; Plan 2, two classrooms; Plan 3, three classrooms; Plan 4, four classrooms; Plan 5, five classrooms, an office for the principal, a room for teachers, a library, and a storeroom; Plan 6, six classrooms; Plan 7, seven classrooms; Plan 8 (for school shop), eight rooms; Plan 10, nine classrooms; Plan 12 (for trade school), eleven rooms; Plan 20 (regular type), seventeen classrooms, an auditorium, an office for the principal, and a storeroom; Plan 20 (Pasig type), thirteen classrooms, an auditorium, an office for the principal, a storeroom, and a dressing room.

Plan 5, calling for five classrooms, an office for the principal, a room for teachers, a library, and a storeroom, was adopted during 1920. Besides calling for special rooms (in addition to the classrooms) that no other of our plans for smaller buildings calls for, it embodies better provisions for partial construction or for future additions than any other of our standard plans. A number of buildings are now being constructed on this plan.

For the last few years we have also been building some of our semipermanent schoolhouses after standard plans and we have been using for this purpose modifications of our plans for concrete buildings. But during the past year we have had in the course of preparation four plans to be used especially for the construction of semipermanent buildings. The work on three of these plans has been completed and the plans have been approved. Buildings to be constructed after these plans will be approved for places where sufficient funds for concrete buildings are lacking.

Because of the necessity of continuing the construction of temporary buildings to take care of new schools until buildings of a more permanent type can be provided, it has been decided to standardize the construction of the larger of the temporary buildings by adopting standard plans for them also.

In December, 1920, there were in these Islands, 4,063 government-owned school buildings. Of these 4,063 buildings, 1,046 were classified as permanent ¹; 966 as mixed-material; and 2,051,

¹ Of the 1,046 buildings classed as permanent, 518 were standard-plan buildings. Among the standard-plan buildings recently completed are: 1 Plan-1 building; 1 Plan-2 building; 4 Plan-3 buildings; 4 Plan-4 buildings; 3 Plan-6 buildings; 15 Plan-7 buildings; 1 Plan-8 building; 8 Plan-10 buildings; 5 Plan-20 buildings (regular type, with omissions to be added later); 1 Plan-20 building (Pasig type).

as temporary or provisional. As has been said elsewhere, the year's increase in the number of school buildings was 631, of which number 127 are classified as permanent; 150, as mixed-material; and 354, as temporary or provisional.

Since there are always more public schools than there are government-owned buildings to house them, it is necessary each year to rent enough private property to take care of them. Reports from the field show that 1,163 buildings had to be rented for this purpose during the past year at a total cost of ₱232,058. As a rule, rented buildings are poorly adapted to use for school purposes and they are resorted to only as a temporary expedient.

The acquisition of suitable sites for school purposes is of vital importance in every educational system, and it has been given due attention in our organization. It has been our policy for years to obtain the best sites possible for all of our schools. Efforts have been, and are still being, made to get possession of no other than first-class sites for all new schools opened in connection with the extension program. The results of these efforts are shown by recent increases in the number of our first-class school sites. In acquiring sites for new schools, we are proceeding on the principle that if our ultimate aim is to have all of our schools on first-class sites, we had better acquire them now while land is comparatively cheap.

In December, 1920, there were, 4,041 public school sites. Of these 4,041 sites, 116 were Insular and provincial-school sites and 3,925 were central and barrio-school sites. Of the 3,925 central and barrio-school sites, 1,926 were classified as first-class; 770, as second-class; 1,229, as third-class. The year's increase in the number of school sites was 394, of which number 66 are central-school sites and 328 are barrio-school sites. This increase was not as large as the increase for 1919. However, more of our old second and third-class sites were enlarged into first and second-class sites during 1920 than during 1919.

Until recently, the surveying of school sites was done by the Bureau of Lands. But due to the lack of funds and of personnel in that Bureau and due to the large increase in the number of school sites caused by the working of the extension program, it is now impossible

for them to give us all the assistance that we need. For this reason, we have had to add to the Buildings Division of the General Office a surveying section, the duty of which is to see to the surveying of some of the sites that the Bureau of Lands cannot survey. The most urgent of the other surveying work has to be done by private surveyors.

As is intimated elsewhere, some of our building projects are taken care of entirely by Insular funds, some are taken care of partly by Insular funds and partly by local funds, and some are taken care of entirely by local funds. Insular funds for school-building purposes are provided through Insular appropriations. Local funds for school-building purposes are provided through appropriations, through loans, and through voluntary contributions.

The Insular appropriation last year for the acquisition of school sites and for the construction of school buildings was ₱1,000,000, or ₱850,000 less than it was for the previous year.¹ The distribution of this ₱1,000,000 was as follows:

Financing Building Projects

Insular Appropriation

For normal schools.....	₱400,000
For central and barrio schools.....	450,000
For agricultural schools.....	100,000
For schools in non-Christian and special provinces.....	50,000
Total	1,000,000

These funds were allotted as Insular aid to provinces and to municipalities under certain conditions, two of the most general of which were: (1) the provision of an adequate site for each building project to be undertaken and (2) the provision of local funds which when added to the Insular aid would be sufficient to complete the construction of the building proposed.

The provisions of Act 2791 authorizing provinces and municipalities to borrow money for permanent public improvements from the Insular Government, from the Philippine National Bank, or from other banking institutions, were taken advantage of to a larger extent during 1920 than during 1919. However, the relief received from this source fell far short of our needs and expectations. As was the case in 1919, some of the municipalities that wanted to take advantage of the provisions of this act were unable to do so because of their low paying capacity due to low rates of taxation

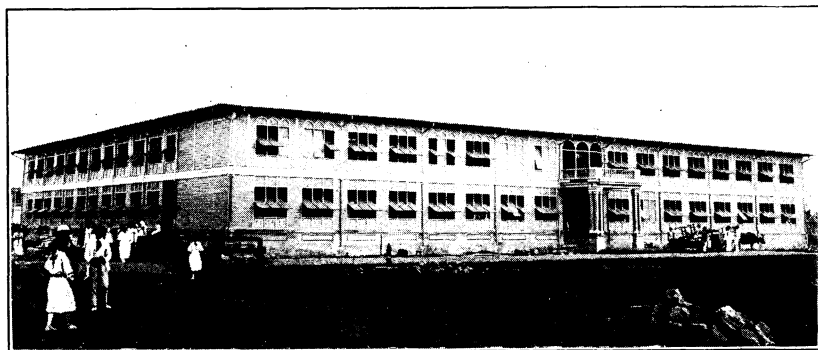
¹ For this reason, we were not able to undertake the construction of as many permanent buildings during 1920 as during 1919.



Domestic-science building, Pasig, Rizal. Building just completed. Grounds not improved.



Domestic-science building, Zamboanga Normal School. Building just completed.
Grounds not improved.



New forty-room school building in Manila, to be occupied during coming school year by one of high schools of Manila.



Foundation work on building for Western Visayan Normal School, Iloilo.

or to low rates of assessed values. Other municipalities whose paying capacity was good, were unable to obtain loans because of the scarcity of lendable funds.

Among the more important of the Insular loans made during 1920 to provinces and to municipalities for the construction or for the completion of school buildings are the following:

To the province of Cagayan, for high school.....	₱125,000
To the province of Tarlac, for high school.....	115,000
To San Pablo, Laguna, for elementary school.....	75,000
To Iloilo, Iloilo, for elementary school.....	40,000
To Pasay, Rizal, for elementary school.....	40,000
To Baybay, Leyte, for elementary school	35,000
To Balanga, Bataan, for elementary school.....	25,000
To Davao, Davao, for elementary school.....	25,000
To Gumaca, Tayabas, for elementary school.....	25,000
To La Paz, Iloilo, for elementary school.....	25,000
To the province of Sorsogon, for trade school.....	20,000
To Calauag, Tayabas, for elementary school.....	20,000
To Calivo, Capiz, for elementary school.....	20,000
To Palo, Leyte, for elementary school.....	20,000
To Boac, Marinduque, for high school.....	15,000
To Cavite, Cavite, for elementary school.....	15,000

Much help in the acquisition of sites and in the construction of buildings is received each year from the people in the form of voluntary contributions of money, land, materials, and labor.

The estimated value of contributions for sites and buildings during the school year 1919-20 was ₱523,645.53. Among the things contributed were 188 school sites. In some barrios, entire provision for sites, buildings, and equipment for schools was made by means of contributions from the people.

Voluntary Contributions

SCHOOL FINANCES

The schools under the administration of the Bureau of Education are maintained by funds that come from Insular, provincial, and municipal sources and from voluntary contributions.

Sources of School Funds

For the year 1920 the Insular Government provided ₱13,273,378.95 for the Bureau of Education. This sum, together with the balance of ₱446,104.64 brought forward from the year 1919, made available for the Bureau of Education from Insular sources a total sum of ₱13,719,483.59, or ₱2,608,438.45 more than was made available for the year 1919. Of this ₱13,719,483.59, ₱12,149,339 was for administration and instruction and ₱1,570,144.59 was for public works. The funds to be disbursed

Insular Appropriations



directly by the Director of Education amounted to ₱13,165,339 derived as follows: from Act 2875, ₱12,149,339¹; from Act 2898, public works, ₱1,000,000; from Emergency Board allotments, ₱16,000. Allotments remaining on the books of the Director of Public Works and totaling ₱108,039.95 were made from Acts 2736, 2786, and 2898. Balances brought forward from appropriations of previous years totaled ₱446,104.64, derived as follows: from Act 2736, ₱142,604.80; and from Act 2786, ₱303,499.84.

From the funds disbursed by the Director of Education, the total expenditures amounted to ₱13,037,686.58 gross and to ₱12,802,247.83 net; the balances carried forward amounted to ₱576,921.53; and the reversions of income amounted to ₱235,438.75. From Acts 2782 and 2875, there was expended for administration and instruction ₱12,140,560.36. Of this sum, ₱41,593.06 was for equipment; ₱3,512,786.48 was for salaries, wages, and bonuses; ₱1,160,605.28 was for the purchase of supplies; ₱6,892,237 was for Insular aid to provincial and municipal governments; and ₱533,338.54 was for miscellaneous current expenses. However, since income in the amount of ₱235,438.75 was reverted to the Insular Treasury, the total net expenditures from the current appropriations were ₱11,905,121.61. From Act 2898 and from the balances carried forward from 1919 in Acts 2736 and 2786, there was expended for public works ₱897,126.22. Of this sum, ₱327,400 was for barrio, central, intermediate, and farm schools; ₱270,000 was for buildings and sites for normal schools; ₱114,000 was for provincial high schools; ₱39,500 was for schools in non-Christian and special provinces; ₱138,300.40 was for buildings, sites, and irrigation at the Central Luzon and other agricultural schools; ₱4,265.82 was for dormitory, cottages, and garage, Baguio; and ₱3,660 was for the purchase and the improvement of land for the Philippine Normal School and for the Philippine School of Arts and Trades. From Acts 2736 and 2898, a balance of ₱564,514.59 is being carried forward to the fiscal year 1921 to be distributed as follows: for Girls' Dormitory, Baguio, ₱1,006.20; for two cottages, Baguio, ₱8,766.20; for the purchase and the improvement of land for the Philippine Nautical School, Pasay, ₱4,259.80; for the purchase and the improvement of land for the Philippine Normal School and the Philippine School of Arts and Trades, ₱120,620.74; as aid for the Pangasinan Normal School, ₱180,000;

¹ This sum includes the 1920 increment from Act 2782.

as aid for barrio, central, intermediate, and farm-school buildings, ₱218,000; as aid for buildings and sites in non-Christian and special provinces, ₱22,500; and for buildings, sites, and irrigation at the Central Luzon and other agricultural schools, ₱9,361.65.

The total expenditures for school buildings and sites from the funds which were allotted by Acts 2736, 2786, and 2898, but which remained under control of the Director of Public Works, amounted to ₱28,496.20. A balance of ₱79,543.75 from these funds is being carried forward to the fiscal year 1921 to be distributed as follows: for Dormitory Hall, Baguio, ₱1,005; for building and site for the School for the Deaf and the Blind, ₱63,567.58; for the academic building and other improvements at the Philippine School of Arts and Trades, ₱4,148.16; for the academic building at the Piang (Cotabato) Agricultural School, ₱74.86; for Girls' Dormitory, Cotabato, ₱183.02; and for the maintenance, alteration, improvement, and repair of Bureau of Education buildings, ₱10,565.13.

Statements of provincial and municipal school expenditures for the year 1920 cannot be obtained in time to be included in this report and it is for this reason that all of the following figures relative to provincial and municipal school expenditures are for the fiscal year 1919.

In 1919 the total of expenditures for provincial normal, high, trade, commercial, agricultural, and farm schools amounted to ₱1,363,114.58, which represents an increase of ₱388,349.95 over the corresponding figure for 1918. But since

Provincial
Expenditures

₱895,000 of this total of ₱1,363,114.58 came from

Insular funds allotted as aid to provinces and reported as Insular expenditures in 1919, the real contribution of the provinces to the support of provincial schools is represented by the difference between these two amounts, or ₱468,114.58, which when compared with the corresponding figure for 1918, shows a decrease of ₱247,500.05.

Of the ₱1,363,114.58 spent during 1919 on provincial schools, ₱520,623.38 was for administration and instruction; ₱28,495.58 was for maintenance of school plants and equipment; ₱781,083.46 was for the purchase of land and the construction of buildings; and ₱32,912.16 was for the purchase of equipment.

The ₱468,114.58 that represents the contribution of the provinces to the support of provincial schools during 1919 was used to help pay for the construction of buildings and the acquisition of equipment; for the acquisition and the improvement of school sites; for the rental of buildings; for the upkeep of buildings,

grounds, and equipment; for the services of teachers, janitors, and laborers.

In 1919 the total of expenditures for municipal school purposes was ₱7,561,090.94, which represents an increase of ₱2,281,332.52 over the corresponding figure for 1918. But since ₱3,845,538.89 of this total of ₱7,561,090.94 came from Insular funds allotted as aid to municipalities and reported as Insular expenditures in 1919, the real contribution of the municipalities to the support of municipal schools is represented by the difference between these two amounts, or ₱3,715,552.05, which when compared with the corresponding figure for 1918, shows a decrease of ₱383,255.96.

**Municipal
Expenditures**

Of the ₱7,561,090.94 spent during 1919 on municipal schools, ₱5,827,032.89 was for administration and instruction; ₱114,046.64 was for the maintenance of school plants and equipment; ₱1,244,436.03 was for the purchase of land and the construction of buildings; and ₱375,575.38 was for the purchase of equipment.

To supplement the provisions made by the Insular Government and by provincial and municipal governments for the financial support of the public schools, the people continue, of their own accord, to contribute money, land, materials, and labor for school purposes. This fact has been mentioned elsewhere in this report. The total value of these voluntary contributions during 1920 was ₱799,537.84. This figure represents an increase of ₱116,988.26 over the corresponding figure for 1919. These contributions are of much assistance in the financing of schools opened in connection with the extension program.

**Voluntary
Contributions**

It has been shown above that the contributions of the provincial and the municipal governments to the support of public education was less during 1919 than during 1918. This decrease had to be covered by the Insular funds that were distributed during 1919 as aid to the provinces and to the municipalities, and as a consequence it made less Insular money available for the opening of new schools. Advance estimates indicate that the support given the schools by provincial and municipal governments during 1920 was much greater than during 1919, but not much (if any) greater than during 1918.

**Decrease in Provin-
cial and Municipal
Support of Schools**

On the whole provincial and municipal support of the schools is rather meager, variable, and uncertain. And every year provincial and municipal school funds have to be supplemented by

**Legislation
Needed**

Insular funds that otherwise could be devoted to the further extension of popular education. This state of our school financial affairs will continue until something definite is done to increase local revenues for school purposes. We believe that the satisfactory solution of this problem depends on legislation that will take into consideration such recommendations as the following:

1. That there be established a provincial school fund setting aside for provincial school support a fixed amount of the gross revenues accruing annually to provincial governments.

2. That a revaluation of real property be made on the basis of present market values.

3. That the maximum rate of taxation on real property be increased. (At the present time this rate is only $\frac{1}{3}$ of 1 per cent.)

4. That an additional peso be added to the cedula tax for school purposes; that of this amount, 20 per cent be set aside for provincial school purposes and 80 per cent be set aside for municipal school purposes.

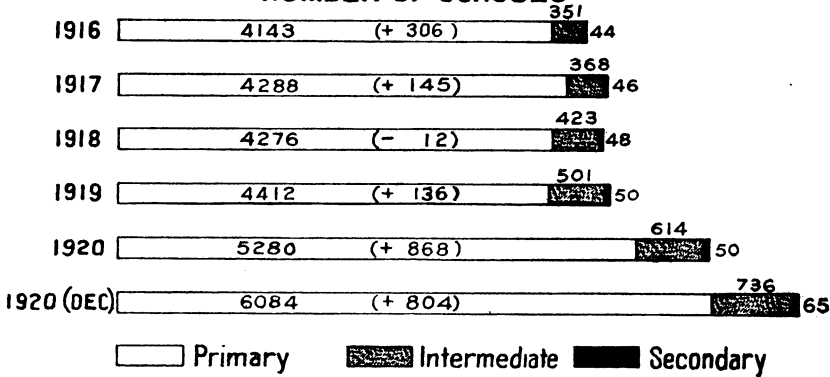
5. That of the internal revenue accruing annually to the Insular Treasury there be set aside 5 per cent as a provincial school fund allotment and that this allotment (and the other allotments specified in section 491 of the Administrative Code) be computed on the basis of collections for the fiscal year 1919 instead of for the fiscal year 1909.

Respectfully submitted.

LUTHER B. BEWLEY
Director of Education

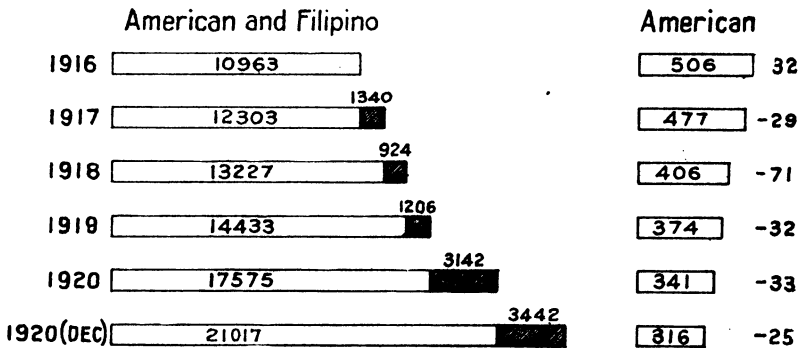
DEVELOPMENTS IN PHILIPPINE PUBLIC SCHOOLS

NUMBER OF SCHOOLS



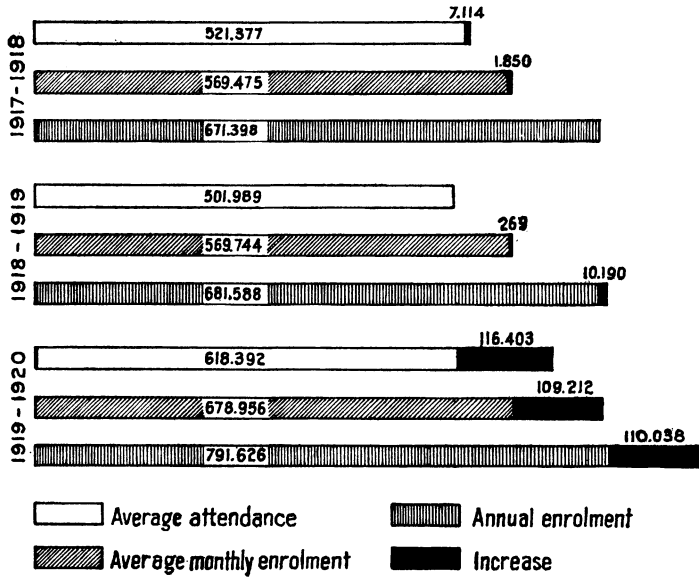
(+) Increase over previous year

NUMBER OF TEACHERS

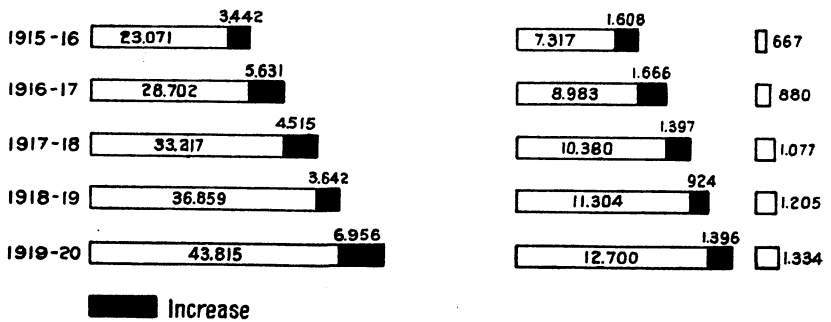


Increase over previous year

NUMBER OF PUPILS



NUMBER OF GRADUATES

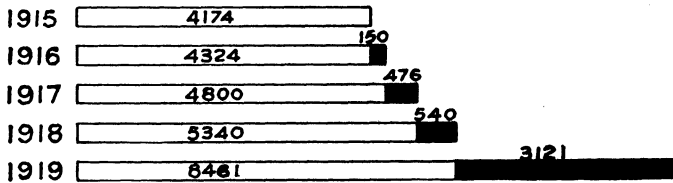


EXPENDITURES FOR EDUCATION

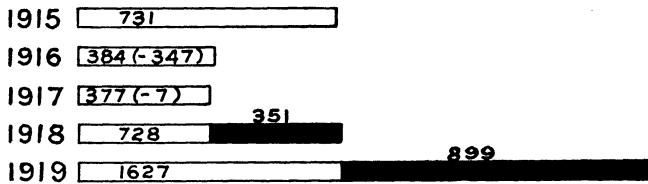
IN THOUSANDS OF PESOS

INSULAR

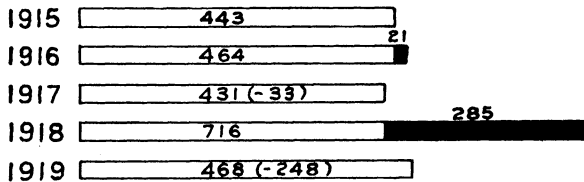
ADMINISTRATION AND INSTRUCTION



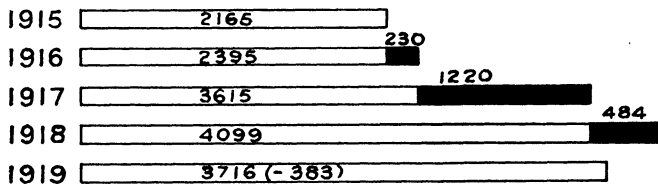
BUILDINGS



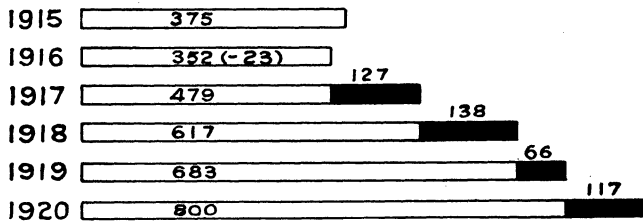
PROVINCIAL



MUNICIPAL

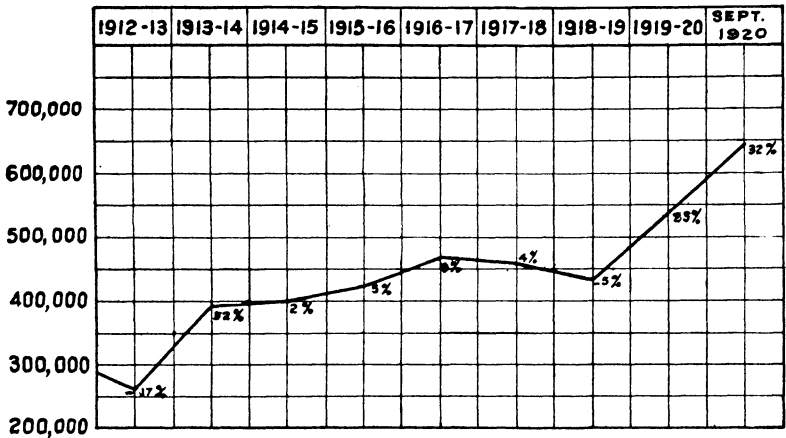


VOLUNTARY CONTRIBUTIONS

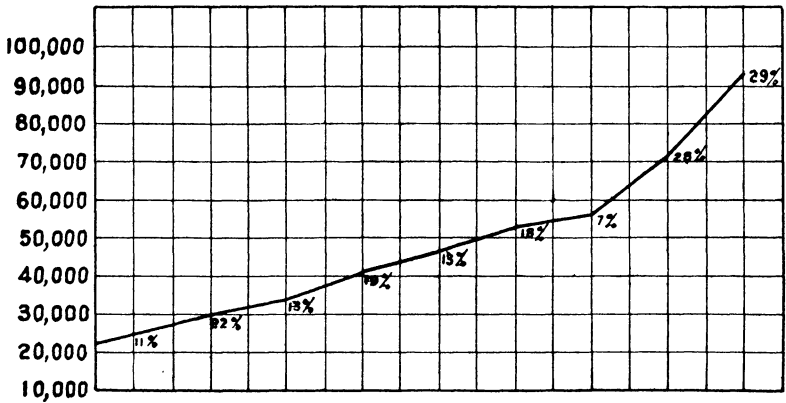


■ Increase

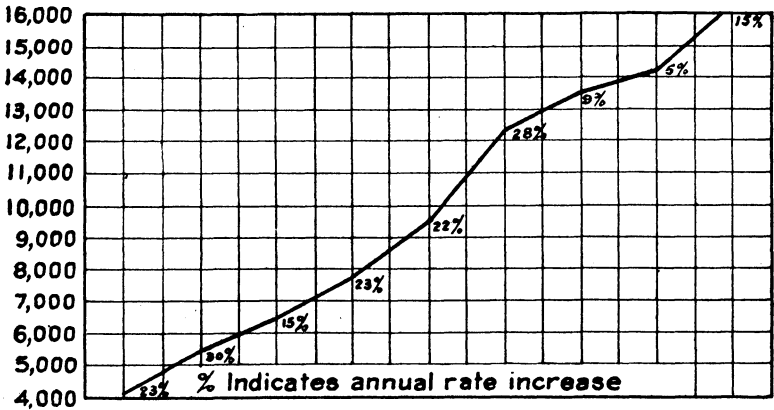
AVERAGE DAILY ATTENDANCE PRIMARY



INTERMEDIATE



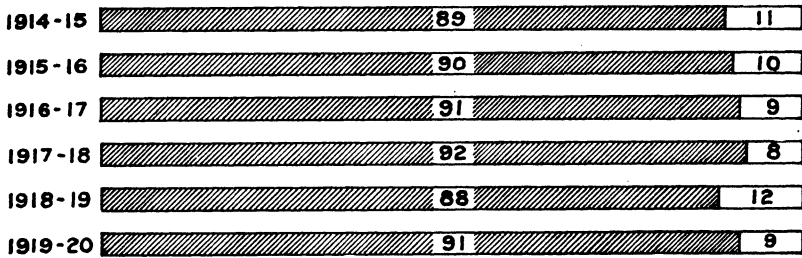
SECONDARY



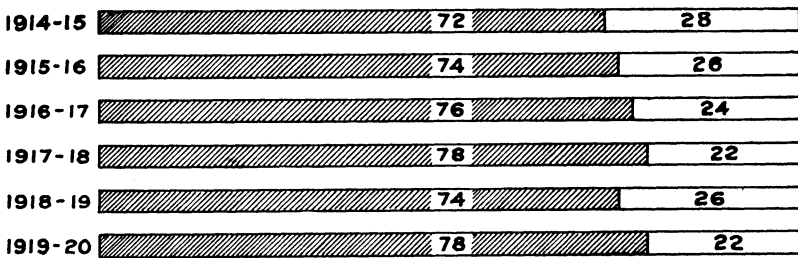
PERCENTAGES OF ATTENDANCE

 Per cent absent

Basis: Average Attendance ÷ Average monthly Enrolment

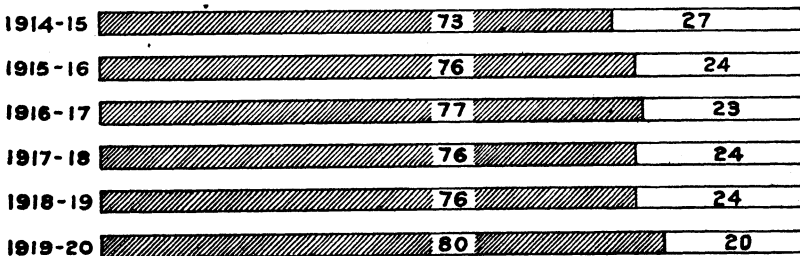


Basis: Average Attendance ÷ Total Annual Enrolment

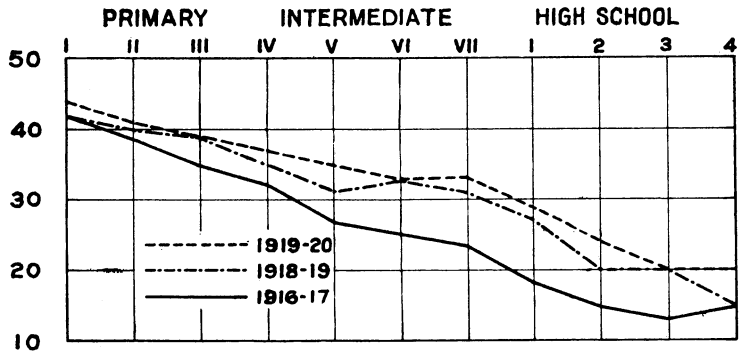


PERCENTAGES OF PUPILS HELD IN SCHOOL THROUGH THE YEAR

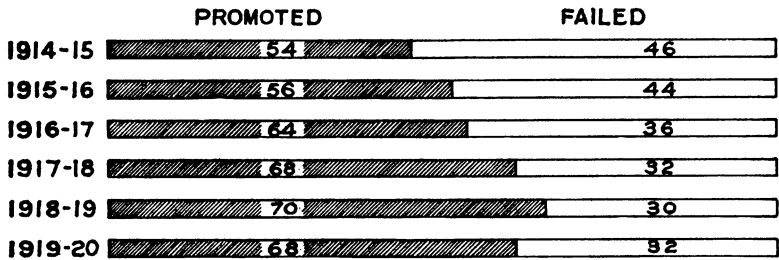
 Per cent dropped



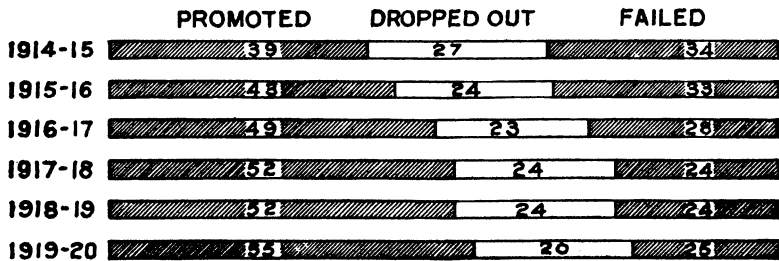
PERCENTAGES OF PUPILS IN EACH GRADE WHO ARE GIRLS



PERCENTAGES OF PUPILS PROMOTED BASED ON MARCH ENROLMENT

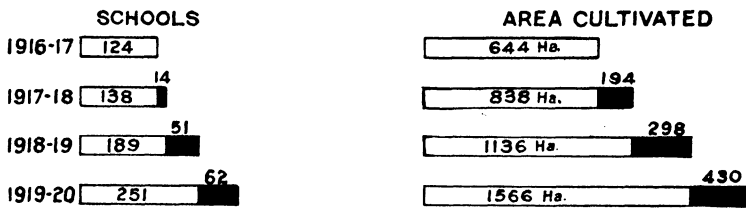


BASED ON ANNUAL ENROLMENT

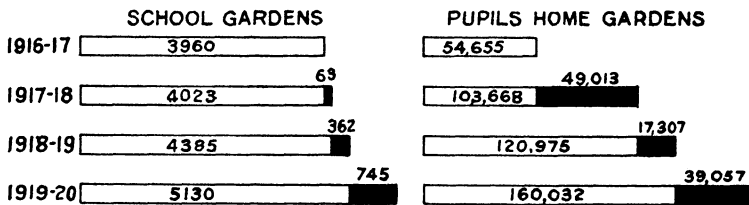


AGRICULTURAL EDUCATION

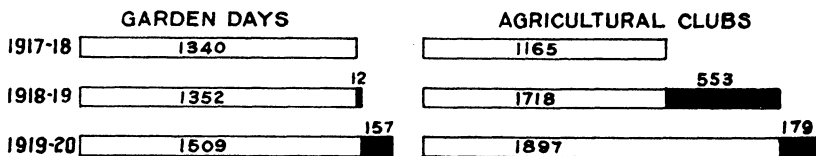
FARMING



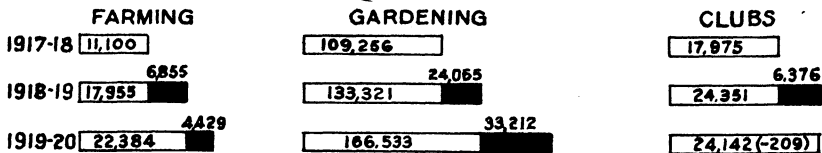
GARDENING



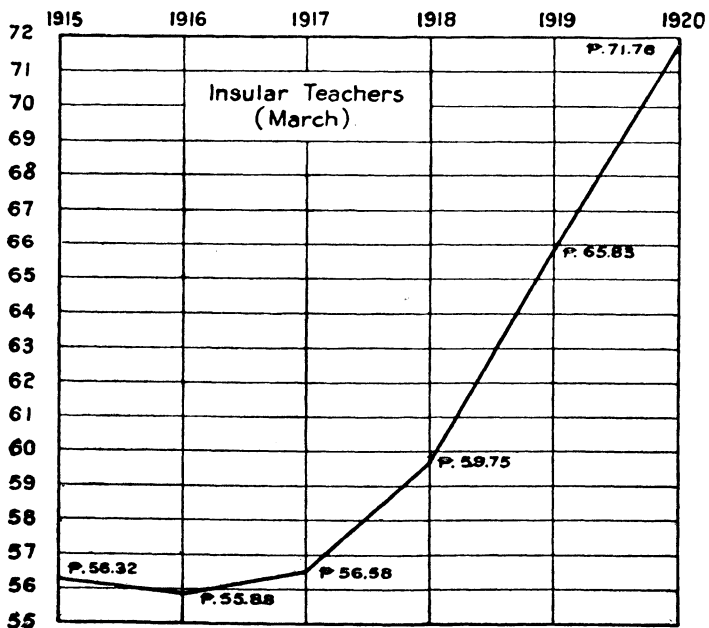
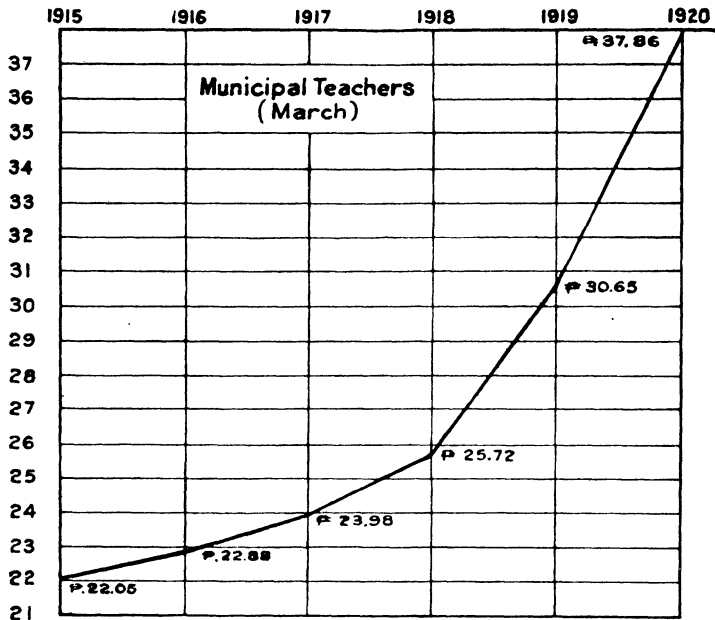
EXTENSION WORK



PUPILS REACHED



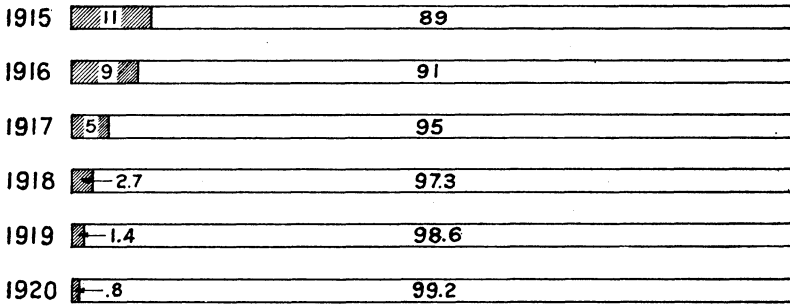
AVERAGE MONTHLY SALARIES OF FILIPINO TEACHERS



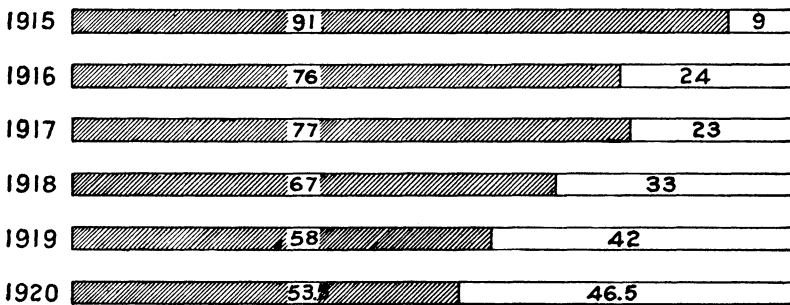
PERCENTAGE OF TEACHERS IN DIFFERENT KINDS OF WORK

 Americans
  Filipinos

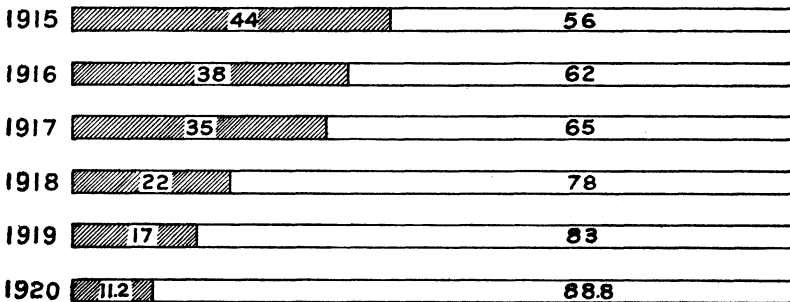
INTERMEDIATE TEACHERS



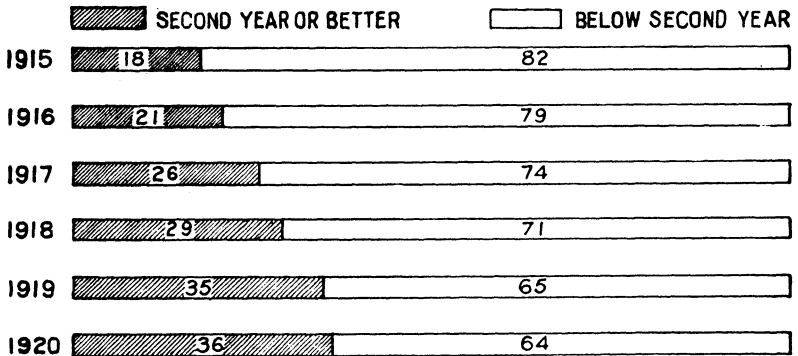
SECONDARY TEACHERS



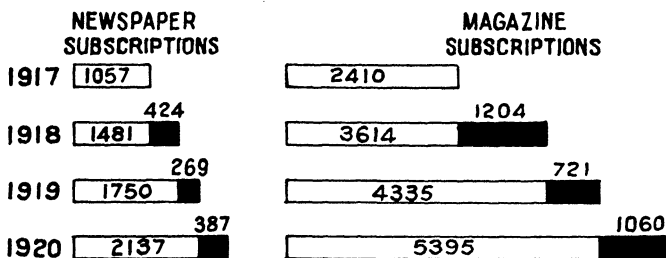
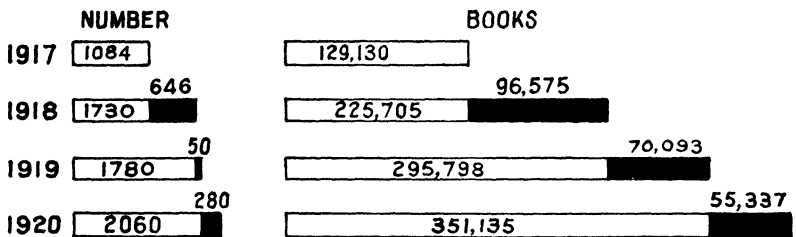
SUPERVISORS



PERCENTAGE OF FILIPINO TEACHERS OF SECOND YEAR ATTAINMENTS OR BETTER



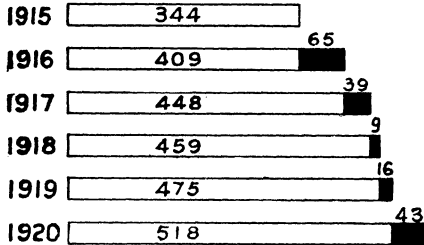
SCHOOL LIBRARIES (DECEMBER)



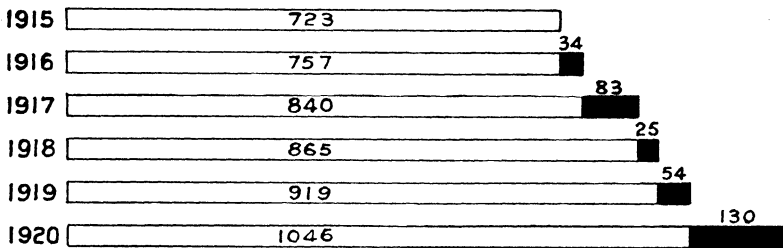
 Increase

PERMANENT SCHOOL BUILDINGS

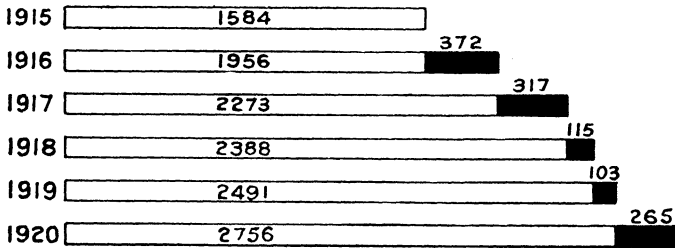
NUMBER OF REINFORCED CONCRETE BUILDINGS



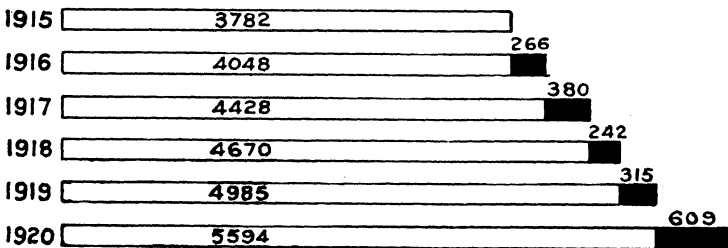
NUMBER OF ALL TYPES OF PERMANENT BUILDINGS



NUMBER OF ROOMS IN REINFORCED CONCRETE BUILDINGS



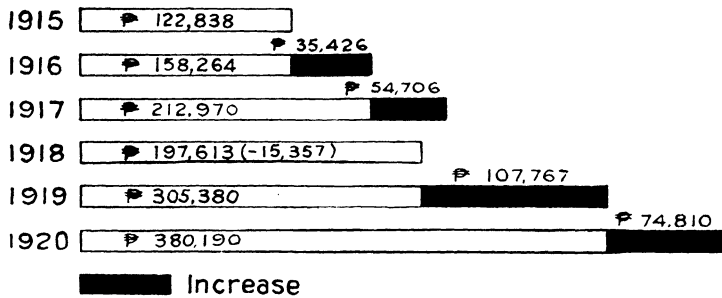
NUMBER OF ROOMS IN ALL TYPES OF PERMANENT BUILDINGS



■ Increase over previous year

COMMERCIAL WORK DONE IN

TRADE SCHOOLS AND PROVINCIAL SCHOOL SHOPS



APPENDIXES

APPENDIX A.—BUREAU OF EDUCATION PERSONNEL

December 31, 1920

THE DIRECTORATE

LUTHER B. BEWLEY, Director of Education

CAMILO OSIAS, Assistant Director of Education ¹

JOHN W. OSBORN, Second Assistant Director of Education ²

THE GENERAL OFFICE ³

JOSE A. DE KASTRO, Chief Clerk

G. GLENN LYMAN, Acting Superintendent of Property and Accounts
and ex-officio Chief of the Administrative Division ⁴

HORACE E. CUTLER, Chief of the Industrial Division ⁵

NORTH H. FOREMAN, Superintendent of Agricultural Education

MARIANO G. DEL ROSARIO, Chief Accountant

ALBERTO DALUSUNG, Property Officer

JOSE REYES, Chief of the Records Division

¹ Camilo Osias was appointed Assistant Director of Education January 28, 1920.

² John W. Osborn returned from the United States February 6, 1920, and was appointed Second Assistant Director of Education February 9, 1920. (In the general appropriation act for 1921, no provision is made for a Second Assistant Director of Education.)

³ There are now two vacancies in positions usually reported under this heading. The Academic Division has been without a chief since July 13, 1920, at which time Frank E. Vitz, who had been acting chief of the Division, was transferred to the office of the Superintendent of City Schools, Manila. The Buildings Division has been without a chief since July 21, 1920, at which time Kendall E. Robinson, who had been chief of the Division since September 4, 1919, resigned.

⁴ G. Glenn Lyman was appointed Acting Superintendent of Property and Accounts July 1, 1920, to succeed Wallace C. Magathan, who is now on leave in the United States.

⁵ Horace E. Cutler returned from the United States May 27, 1920.

THE FIELD
Superintendents

Name	Province or School	Headquarters
Frank L. Meinke (Acting)	Abra	Bangued
Ralph F. Rawson (Acting)	Albay	Albay
Doroteo de Leon (Acting)	Antique	San Jose
Benito Pañgilinan	Bataan	Balanga
Quirino San Buenaventura (Acting)	Batangas	Batangas
Frederic J. Waters	Bohol	Tagbilaran
Clayton I. Halsey (Acting)	Bulacan	Malolos
Wiley B. Beard	Cagayan	Tuguegarao
Walter G. M. Buckisch	Camarines	Naga
Robert Clauson	Capiz	Capiz
Roderick G. McLeod	Cavite	Cavite
Samuel J. Wright	Cebu	Cebu
Luther Parker (Acting)	Ilocos Norte	Laoag
Daniel E. Clancy (Acting)	Ilocos Sur	Vigan
O. H. Charles	Iloilo	Iloilo
Sylvester C. Kelleher (Acting)	Isabela	Iligan
J. Scott McCormick (Acting)	Laguna	Santa Cruz
John F. Brown (Acting)	Leyte	Tacloban
H. A. Bordner	Manila	Manila
Justo Ramos	Mindoro	Calapan
James M. Swartz (Acting)	Misamis	Cagayan
Charles A. Blue (Acting)	Mountain	Baguio
Lewis P. Willis (Acting)	Nueva Ecija	Cabanatuan
Roy D. Bennett	Nueva Vizcaya	Bayombong
Jacob A. Robbins (Acting)	Occidental Negros	Bacolod
John C. Early	Oriental Negros	Dumaguete
Charles S. Crowther (Acting)	Palawan	Cuyo
Roy K. Gilmore	Pampanga	San Fernando
Edward J. Murphy	Pangasinan	Lingayen
Charles W. Rummell	Rizal	Pasig
Salustiano Vibar (Acting)	Romblon	Romblon
B. Fielden Nutter (Acting)	Samar	Catbalogan
Geo. W. Satterthwaite	Sorsogon	Sorsogon
Carl E. Stoops (Acting)	Surigao	Surigao
Arthur G. Spiller	Tarlac	Tarlac
John J. Carl (Acting)	Tayabas	Lucena
Gabriel R. Mañalac (Acting)	Union	San Fernando
Antonio Nera	Zambales	Iba
Homer L. Neapass (Acting)	Philippine Normal School	Manila
Hugh Lloyd (Acting)	Philippine Nautical School	Pasay, Rizal
Kilmer O. Moe	Central Luzon Agricultural School	Munoz, N. Ecija

Head Teachers

Name	Province	Headquarters
Osmundo S. de Castro	Batanes	Basco
Norberto Devera (Acting)	Marinduque	Boac

DEPARTMENT OF MINDANAO AND SULU

JOHN J. HEFFINGTON, Acting Department Superintendent, Zamboanga

Division Superintendents

Name	Province	Headquarters
Frank P. Low (Acting)	Agusan	Butuan
Bertram S. Ten Hagen (Acting)	Bukidnon	Malaybalay
Arthur E. Harpst	Cotabato	Cotabato
Vernon D. Gibson (Acting)	Davao	Davao
James E. McCall (Acting)	Lanao	Camp Keithley
Jesse W. Light	Sulu	Jolo
Carl B. Crabtree (Acting)	Zamboanga	Zamboanga

Principals of Insular Schools

FRANK A. PETRIE (Acting), Philippine School of Arts and Trades, Manila.
 MISS BELLE MURPHY, Philippine School of Commerce, Manila.
 MISS DELIGHT RICE, School for the Deaf and the Blind, Manila.

Superintendents on Special Assignments

THOMAS J. MCQUAIDE, Superintendent of Private Schools.
 VICTOR OBLEFIAS (Acting), Camarines Agricultural School.

Superintendents on Leave in the United States

ROBERT L. BARRON left the division of Bulacan July 15, 1920.
 JEROME B. BARRY (Acting) left the division of Albay June 1, 1920.
 ADAM C. DERKUM left the division of Cavite March 15, 1920.
 MISS ANNA M. DONALDSON left the Philippine Normal School, Manila, June 14, 1920.
 CHARLES E. HOYE (Assistant) left the Central Luzon Agricultural School, Muñoz, Nueva Ecija, July 7, 1920.
 WALLACE C. MAGATHAN left the General Office March 26, 1920.
 CARL M. MOORE left the Department of Mindanao and Sulu June 18, 1920.
 GILBERT S. PEREZ left the division of Tayabas December 16, 1920.
 CARL RYDELL left the Philippine Nautical School, Pasay, Rizal, for the United States and Europe March 30, 1920.
 JAMES C. SCOTT left the Philippine Normal School, Manila, December 15, 1920.
 RALPH E. SPENCER left the division of Lanao November 18, 1920.
 HENRY M. WAGENBLASS left the division of Batangas June 18, 1920.

SEPARATIONS AND DATES EFFECTIVE

Superintendents

CANDIDO ALCAZAR¹ resigned from the superintendency of Union March 28, 1920.
 H. BUFFINGTON ATKINS (Acting) resigned from the General Office October 24, 1920.
 FRANK W. CHENEY resigned from the superintendency of the Philippine School of Arts and Trades December 20, 1920.
 GEORGE C. KINDLEY (Acting) resigned from the superintendency of the Camarines Agricultural School December 19, 1920.
 BENJAMIN LEVIN resigned from the superintendency of Ilocos Norte March 31, 1920.
 RALPH H. WORSLEY (Acting) resigned from the superintendency of Mountain Province November 26, 1920.

¹ Candido Alcazar died May 19, 1920.

APPENDIX B.—STATISTICAL TABLES

No. 1.—Schools, Enrollment, Attendance, and Percentages of Attendance

A table showing, by divisions and for the Islands, the number of schools in March, 1920, and the total annual enrollment, the average monthly enrollment, the average daily attendance, and the percentage of attendance for the school year 1919-20.

Division	Secondary					Intermediate					Primary					Grand Total				
	Number of Schools	Annual Enrollment	Average Monthly Enrollment	Average Daily Attendance	Percentage of Attendance	Number of Schools	Annual Enrollment	Average Monthly Enrollment	Average Daily Attendance	Percentage of Attendance	Number of Schools	Annual Enrollment	Average Monthly Enrollment	Average Daily Attendance	Percentage of Attendance	Number of Schools	Annual Enrollment	Average Monthly Enrollment	Average Daily Attendance	Percentage of Attendance
Manila	3	2,326	2,084	1,980	95	11	7,583	6,841	6,484	95	29	24,640	22,451	21,582	96	43	34,549	31,376	30,046	96
Albay	1	162	148	140	95	4	736	608	608	92	72	5,082	4,631	4,191	90	90	5,980	5,438	4,989	91
Antique	1	299	242	231	95	16	2,145	1,659	1,511	91	155	16,536	12,678	11,134	88	172	18,980	14,579	12,875	88
Bataan	1	185	173	166	96	10	1,331	1,201	1,119	93	83	10,547	9,142	8,360	92	94	12,063	10,516	9,654	92
Batanes	1	171	162	144	95	6	1,622	1,584	1,553	95	26	4,026	3,603	3,457	96	33	4,819	4,389	4,154	96
Batangas	1	11	9	8	89	3	162	155	133	89	12	1,046	980	833	90	16	1,219	1,094	979	89
Bohol	1	353	292	274	94	17	2,982	2,789	2,584	94	128	15,784	14,094	12,895	91	146	19,119	17,125	15,753	92
Bulacan	1	352	323	302	93	23	2,518	2,322	2,137	94	223	22,795	20,615	18,471	90	247	25,665	23,260	20,960	90
Cagayan	1	385	322	310	96	18	2,650	2,650	2,444	92	137	17,997	16,315	14,909	91	156	24,419	20,969	19,069	91
Camarines	1	282	282	215	93	13	1,575	1,288	1,129	89	147	12,740	10,812	9,391	87	161	14,597	12,312	10,735	87
Capiz	1	241	198	187	94	22	2,475	2,178	2,005	92	142	17,703	15,701	13,961	89	165	20,419	18,077	16,151	93
Cebu	1	261	225	215	96	16	1,812	1,647	1,555	94	68	14,163	12,475	11,909	95	85	16,236	14,347	13,579	95
C. L. A. S. I.	1	955	833	781	93	29	4,575	4,029	3,723	92	294	36,443	32,378	29,407	91	324	41,747	37,240	33,911	91
Ilocos Norte	1	521	439	392	89	1	226	177	151	85	1	18,118	15,821	14,757	89	2	22,573	19,965	18,694	88
Ilocos Sur	1	1,048	969	933	96	17	3,407	3,175	3,004	95	146	18,118	16,499	15,500	94	164	22,573	19,965	18,694	94
Iloilo	1	815	758	737	97	17	2,695	2,497	2,343	94	126	17,671	16,499	15,500	94	144	21,181	19,754	18,580	94
Iseabela	1	1,395	1,138	1,058	93	26	4,899	4,167	3,785	91	246	33,617	29,259	26,446	90	273	39,911	34,564	31,289	91
Laguna	1	127	114	104	91	8	1,092	940	845	89	83	10,000	8,815	7,805	89	87	11,219	9,869	8,754	89
Leyte	1	416	374	352	94	21	2,752	2,537	2,375	94	88	18,080	16,223	14,639	90	105	21,248	19,134	17,565	91
Mindoro	1	327	277	253	91	36	3,289	2,767	2,492	90	290	36,457	30,482	27,218	89	327	40,073	33,525	29,963	89
Misamis	1	32	30	29	97	7	560	517	474	94	52	4,674	3,751	3,322	88	64	5,338	4,331	3,868	89
Mountain	1	63	62	48	92	7	874	731	664	91	108	14,398	12,141	10,675	88	111	15,335	12,924	11,387	88
Nueva Ecija	2	166	130	122	94	8	744	614	577	94	151	13,916	12,480	11,090	89	161	14,826	13,224	11,789	89
	1	238	250	231	92	15	1,929	1,733	1,629	94	163	20,016	16,933	15,505	92	179	22,233	18,916	17,865	92

Nueva Vizcaya.....	1	114	97	88	95	3	501	465	444	95	35	4,176	2,748	2,504	91	39	4,791	3,304	3,036	92
Occidental Negros.....	1	313	281	268	95	24	3,248	2,840	2,624	92	140	22,155	18,700	17,325	93	155	25,716	21,821	20,218	93
Ortental Negros.....	1	156	139	130	94	15	1,382	1,202	1,112	93	136	14,990	11,632	10,070	87	152	16,528	12,973	11,312	87
Palawan.....	1	62	59	56	95	5	538	498	463	94	48	4,066	3,274	2,848	87	54	4,666	3,831	3,372	88
Pampanga.....	1	423	373	351	94	21	2,057	1,848	1,698	92	104	14,363	12,133	11,011	91	126	15,843	14,364	13,060	91
Pangasinan.....	1	1,084	972	948	98	40	6,051	5,545	5,194	94	286	44,754	38,860	35,259	93	327	51,919	45,377	42,401	93
Rizal.....	1	352	304	289	95	12	1,915	1,770	1,675	95	89	14,667	13,056	12,163	93	102	16,984	15,130	14,127	93
Romblon.....	1	85	79	77	97	7	756	681	631	94	38	4,877	3,655	3,277	90	46	5,718	4,365	3,944	90
Samar.....	1	79	65	61	94	13	1,688	1,397	1,260	90	189	20,796	16,138	14,083	87	203	22,563	17,655	15,359	87
Sorsogon.....	2	199	162	145	90	10	1,084	848	734	87	128	14,806	11,212	9,829	88	140	16,089	12,222	10,708	88
Surigao.....	1	66	51	47	92	5	488	412	369	90	103	10,068	8,146	7,592	83	109	10,592	8,609	7,214	84
Tarlac.....	1	523	451	427	95	10	2,025	1,850	1,736	94	120	14,909	12,745	11,812	93	131	17,457	15,046	13,975	93
Tayabas.....	2	438	387	363	95	29	3,395	3,121	2,961	95	170	24,597	20,406	18,733	93	201	28,430	25,287	23,735	94
Union.....	1	570	483	467	97	15	3,551	3,220	3,118	97	67	14,686	13,113	12,597	97	83	18,807	16,816	16,282	97
Zambales.....	1	237	214	202	94	7	1,340	1,208	1,135	94	60	9,493	8,255	7,716	93	68	11,070	9,677	9,053	94
Normal School.....	1	521	471	452	96	1	313	283	271	96	1	249	224	211	94	3	1,083	978	934	96
Trade School.....	1	381	334	323	97	1	308	255	240	94	1	---	---	---	2	689	589	563	96	
Nautical School.....	1	63	61	61	100	---	---	---	---	---	---	---	---	---	1	---	63	61	61	100
Total.....	48	17,112	14,985	14,205	95	598	86,699	77,083	71,799	93	4,796	640,348	550,545	501,225	91	5,437	744,159	642,613	587,229	91
Mindanao and Sulu:																				
Agusan.....	1	31	25	24	96	3	254	207	190	92	60	6,916	5,768	5,013	87	64	7,201	6,000	5,227	87
Bukidnon.....	---	---	---	---	---	1	115	96	89	93	76	6,810	4,421	3,927	89	77	6,925	4,517	4,016	89
Cotabato.....	---	---	---	---	---	3	110	96	88	92	59	4,293	3,139	2,559	82	62	4,403	3,235	2,647	82
Davao.....	---	---	---	---	---	6	142	126	116	92	110	8,380	6,210	4,943	80	116	8,522	6,336	5,059	80
Lanao.....	---	---	---	---	---	3	134	106	100	94	51	4,562	3,626	3,217	89	54	4,696	3,732	3,317	89
Sulu.....	---	---	---	---	---	2	153	128	115	90	50	7,092	5,773	5,232	91	52	7,245	5,901	5,347	91
Zamboanga.....	1	61	53	51	96	3	529	460	412	90	78	7,885	6,109	5,087	83	82	8,475	6,622	5,550	84
Grand total.....	50	17,204	15,063	14,280	95	614	88,136	78,302	72,909	93	5,280	686,286	585,591	531,203	91	5,944	791,626	678,956	618,392	91

¹ Central Luzon Agricultural School.

When compared with the statistics for the previous school year, these figures show that the number of secondary schools remained the same; the number of intermediate schools increased by 113; and the number of primary schools increased by 868. When compared with these figures, statistics for September, 1920, show an increase of 1,636 in the number of primary schools, an increase of 240 in the number of intermediate schools, and an increase of 14 in the number of secondary schools.

The average daily attendance of pupils in the primary grades increased by 99,578; in the intermediate grades, by 16,089; and in the secondary schools, by 736. The rate of increase in the attendance of primary pupils was 23 per cent; in the attendance of intermediate pupils, 28 per cent; in the attendance of secondary pupils, 5 per cent.

The percentage of attendance, which is found by dividing the average attendance by the average enrolment, shows an increase of 3 per cent since the school year 1918-19.

No. 2.—Enrolment by Grades and by Sexes

A table showing, by divisions and for the Islands, the enrolment by grades and by sexes during the month of September 1920.

Division	Primary Grades											
	I			II			III			IV		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Manila	4,241	3,867	8,108	3,512	3,010	6,522	3,175	2,232	5,407	2,547	1,776	4,323
Albay	1,808	866	2,674	1,504	1,504	3,008	1,666	282	1,948	606	255	861
Alifan	5,013	3,886	8,899	4,365	1,863	6,228	1,684	1,151	2,835	1,264	783	2,047
Antique	2,970	2,266	5,236	1,711	1,299	3,010	1,223	870	2,093	966	656	1,622
Bataan	981	810	1,791	533	1,280	1,813	457	383	840	343	187	530
Batanes	301	214	515	142	91	233	118	59	177	97	45	142
Batangas	3,849	2,575	6,424	2,350	1,582	3,932	1,704	1,024	2,728	1,551	786	2,337
Bohol	7,514	6,440	13,954	3,710	3,163	6,873	2,838	2,233	5,071	1,861	1,230	3,091
Bulacan	6,585	5,370	11,955	2,679	1,932	4,611	1,765	1,038	2,803	1,554	742	2,296
Cagayan	5,636	4,935	10,571	2,117	1,648	3,765	1,485	1,068	2,553	1,278	792	2,070
Camarinnes	4,636	3,153	7,789	2,550	1,714	4,264	1,753	1,053	2,806	1,134	607	1,741
Capiz	4,923	4,262	9,185	2,825	2,039	4,864	2,230	1,736	3,966	1,587	1,046	2,633
Cavite	3,347	2,938	6,285	2,080	1,671	3,751	1,490	1,143	2,633	1,091	696	1,787
Cebu	12,039	8,296	20,335	7,150	4,431	11,581	4,866	2,514	7,380	3,657	1,771	5,428
C. L. A. S. 1												
Ilocos Norte	5,258	4,791	10,049	2,646	2,235	4,881	2,163	1,488	3,651	1,596	1,127	2,723
Ilocos Sur	5,900	4,229	10,129	3,514	2,270	5,784	2,392	1,399	3,791	1,777	1,017	2,794
Iloilo	9,415	8,426	17,841	4,380	3,778	8,158	3,533	2,616	6,149	2,597	1,896	4,493
Isabela	2,644	2,133	4,777	1,361	1,002	2,363	950	604	1,554	785	387	1,172
Laguna	4,396	3,777	8,173	2,645	2,135	4,780	1,939	1,413	3,352	1,611	1,120	2,731
Leyte	12,725	11,261	23,986	5,323	4,609	9,932	3,433	2,906	6,339	2,107	1,564	3,671
Mindoro	1,475	1,169	2,644	586	426	1,012	493	304	797	219	154	373
Misamis	5,013	4,866	9,879	1,950	1,946	3,896	1,190	1,206	2,396	794	761	1,555
Mountain	4,162	1,315	5,477	1,757	397	2,154	839	146	985	88	543	1,331
Nueva Ecija	6,208	5,519	11,727	3,009	2,330	5,339	1,975	1,268	3,243	1,352	726	2,078
Nueva Vizcaya	883	863	1,746	511	399	910	309	196	505	358	183	541
Ocidental Negros	5,792	5,615	11,407	2,896	2,896	5,792	2,304	1,862	4,166	1,357	1,357	2,714
Oriental Negros	4,471	4,046	8,517	1,834	1,520	3,354	1,355	1,000	2,355	489	317	806
Palawan	1,689	1,079	2,768	612	394	1,006	380	261	641	150	93	243
Pampanga	4,529	3,316	7,845	1,969	1,209	3,178	1,560	553	2,113	1,018	493	1,511

Pangasinan.....	13,606	12,679	26,285	6,654	5,561	12,215	4,489	3,191	7,680	3,485	2,196	5,681	28,234	23,627	51,861
Rizal.....	4,219	3,684	7,863	2,453	1,778	4,231	1,654	1,222	2,876	1,280	756	2,086	9,666	7,340	17,006
Romblon.....	1,515	1,566	2,401	746	566	1,312	662	330	892	449	261	710	3,072	2,243	5,315
Samar.....	6,702	5,710	12,412	2,771	2,365	5,136	1,755	1,221	2,976	1,117	747	1,864	12,345	10,043	22,388
Sorsogon.....	6,032	4,835	10,867	2,056	1,565	3,661	1,297	808	2,105	775	509	1,284	10,200	7,717	17,917
Surigao.....	2,870	2,514	5,384	1,166	1,090	2,256	667	538	1,205	398	315	713	5,101	4,457	9,558
Tarac.....	2,468	2,081	6,559	1,996	1,681	3,677	1,480	949	2,429	1,254	631	1,885	8,198	6,352	14,550
Tayabas.....	2,637	2,686	12,733	3,725	2,898	6,563	2,819	1,962	4,781	2,077	1,316	3,393	15,658	11,812	27,470
Union.....	3,389	2,582	5,951	2,633	1,763	4,396	2,055	1,227	3,282	1,793	982	2,775	9,850	6,554	16,404
Zambales.....	2,371	2,147	4,513	1,106	907	2,013	1,033	750	1,733	689	437	1,126	5,199	4,241	9,440
Normal School.....	30	36	66	50	28	78	44	28	72	38	32	70	162	124	296
Trade School.....															
Nautical School.....															
Total.....	188,987	156,199	345,196	95,702	73,272	168,974	68,223	46,819	115,042	50,868	31,258	82,126	403,780	307,548	711,328
Mindanao and Sulu:															
Agusan.....	2,233	1,984	4,217	761	577	1,338	557	379	936	342	208	550	3,893	3,148	7,041
Butkion ?.....	2,531	1,560	4,231	948	439	1,387	443	175	618	260	102	362	4,182	2,466	6,648
Cotabato.....	2,834	1,525	2,860	698	162	1,890	359	88	447	222	52	274	3,613	828	4,441
Davao.....	2,225	1,815	5,041	1,004	420	1,424	519	203	722	304	108	412	5,053	2,546	7,599
Lanao.....	2,249	697	2,946	836	170	1,006	324	64	388	127	40	167	3,536	971	4,507
Sulu.....	3,331	1,999	5,330	1,026	380	1,356	507	55	562	256	25	281	5,120	2,409	7,529
Zamboanga.....	2,896	1,771	4,667	1,044	510	1,554	642	294	966	404	172	576	4,986	2,747	7,733
Grand total.....	207,787	166,741	374,528	102,019	75,880	177,899	71,574	48,077	119,651	52,783	31,965	84,748	434,163	322,663	756,826

¹ Central Luzon Agricultural School. ² Grade II pupils on vacation during August and September, 1920; therefore October, 1920, enrolment is given.

No. 2.—Enrolment by Grades and by Sexes—Continued

Division	Intermediate Grades									
	V			VI			VII			Total
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Manila.....	2,258	1,400	3,658	1,581	1,063	2,644	1,183	740	1,923	3,203
Abra.....	388	452	840	1,197	49	1,246	135	36	171	827
Albay.....	743	453	1,196	432	189	621	232	153	385	811
Antique.....	589	280	869	315	231	546	173	124	297	635
Bataan.....	235	107	342	169	58	227	83	32	115	227
Batanes.....	55	19	75	44	14	58	26	13	39	46
Batangas.....	1,223	514	1,737	721	308	1,029	486	184	670	1,006
Bohol.....	968	517	1,485	618	311	929	475	142	617	846
Bulacan.....	953	450	1,403	561	241	802	463	175	638	866
Cagayan.....	752	416	1,168	408	230	638	340	184	524	880
Camarines.....	690	354	1,044	358	139	497	236	103	339	596
Capiz.....	880	514	1,394	609	383	992	331	240	571	871
Cavite.....	639	417	1,056	330	233	563	304	164	468	814
Cebu.....	2,131	984	3,115	1,173	569	1,742	748	367	1,115	1,910
C. L. A. S. I.....	72	11	83	70	8	78	90	6	96	25
Ilocos Norte.....	1,027	720	1,747	678	450	1,128	519	357	876	1,527
Ilocos Sur.....	962	547	1,509	711	385	1,096	496	244	740	1,176
Iloilo.....	1,371	938	2,315	744	423	1,167	605	385	990	1,746
Isabela.....	431	202	633	253	88	341	140	77	217	324
Laguna.....	871	596	1,467	629	362	991	441	255	696	1,141
La Union.....	1,113	758	1,871	537	467	1,004	399	278	677	1,503
Marikina.....	230	125	355	154	66	220	91	38	129	229
Marikina.....	420	380	800	186	127	313	86	55	141	229
Mountain.....	268	62	330	145	39	184	60	21	81	141
Nueva Ecija.....	825	410	1,235	485	221	706	398	137	535	1,708
Nueva Vizcaya.....	201	154	355	131	79	210	94	48	142	231
Occidental Negros.....	1,067	738	1,805	640	389	1,029	493	280	773	1,373
Oriental Negros.....	602	388	990	309	197	506	238	124	362	602
Palawan.....	262	78	340	140	40	180	121	41	162	262
Pampanga.....	740	292	1,032	507	179	686	343	155	498	841
Pangasinan.....	2,197	1,188	3,385	1,416	698	2,114	918	474	1,392	2,360
Rizal.....	799	374	1,173	504	216	720	365	144	509	1,668
Romblon.....	251	138	389	184	86	270	67	60	127	234
Samar.....	571	340	911	392	201	593	256	113	369	654
Sorsogon.....	415	256	671	223	122	345	148	74	222	452

Surigao.....	208	110	318	86	53	139	68	35	103	382	198	560
Tarlac.....	765	321	1,086	532	191	723	387	117	504	1,684	629	2,313
Tayabas.....	1,232	735	1,967	829	448	1,277	559	236	795	2,620	1,419	4,089
Union.....	1,275	649	1,924	841	385	1,226	539	240	849	2,705	1,294	3,998
Zambales.....	459	255	714	269	206	475	243	108	350	970	569	1,539
Normal School.....	67	36	103	70	30	100	63	34	97	200	100	300
Trade School.....	85		85	82		82	86		86	253		253
Nautical School.....												
Total.....	31,363	17,474	48,837	19,323	10,194	29,517	13,577	6,793	20,370	64,263	34,461	98,724
Mindanao and Sulu:												
Agusan.....	137	47	184	42	21	63	36	19	55	215	87	302
Bukidnon.....	87	66	153	51		51	28		23	166	66	232
Cotabato.....	67	13	80	46	7	53	34	2	36	147	22	169
Davao.....	127	34	161	48	8	56	12	7	19	187	49	236
Lanao.....	61	31	92	28	15	43	17	11	23	106	57	163
Sulu.....	86	14	100	40	5	45	14	8	22	140	27	167
Zamboanga.....	245	92	337	127	49	176	66	28	94	438	169	607
Grand total.....	32,173	17,771	49,944	19,705	10,299	30,004	13,784	6,868	20,652	65,662	34,938	100,600

¹ Central Luzon Agricultural School.

No. 2.—Enrolment by Grades and by Sexes—Continued

Division	Secondary Years															Grand Total
	First			Second			Third			Fourth			Total			
	Male	Fe- male	Total	Male	Fe- male	Total	Male	Fe- male	Total	Male	Fe- male	Total	Male	Fe- male	Total	
Manila.....	716	421	1,137	376	151	527	300	88	388	185	50	235	1,577	710	2,287	20,074
Albay.....	98	27	125	31	9	39	18	10	28	27	5	32	128	36	164	4,374
Ateneo.....	117	56	182	31	60	90	18	9	27	9	1	10	138	99	232	12,074
Ateneo.....	110	38	148	26	13	39	16	3	19	11	1	12	169	46	215	8,121
Bataan.....	67	8	75	26	3	29	16	3	19	11	1	12	120	15	135	3,140
Batanes.....	25	1	26										25	1	26	899
Batanes.....	152	48	200	71	24	95	36	6	42	30	10	40	269	88	357	12,193
Bohol.....	168	58	226	72	17	89	27	13	40	13	1	14	280	99	389	18,264
Bulacan.....	145	52	197	78	19	97	53	22	75	32	6	38	308	89	397	14,047
Cagayan.....	132	69	201	46	15	61	19	9	28	7	4	11	204	97	301	12,220
Camarines.....	159	79	238	45	16	61	44	8	52	26	4	30	274	107	381	11,620
Capiz.....	73	56	129	21	14	35	28	7	35	13	2	15	135	79	214	10,399
Cavite.....	97	65	162	51	20	80	26	9	35	18	7	25	192	110	302	9,423
Cebu.....	369	161	520	166	50	216	123	33	156	101	17	118	769	251	1,010	32,573
C. L. A. S. 1.....	253	197	450	197	111	308	111	111	111	111	38	38	599	599	599	831
Ilocos Norte.....	307	210	517	201	100	301	128	46	174	79	28	107	615	384	1,099	14,602
Ilocos Sur.....	309	148	457	182	76	257	114	39	163	85	20	105	690	282	972	16,442
Iloilo.....	319	212	531	188	68	226	114	56	170	84	29	113	675	365	1,040	12,826
Iscadia.....	41	20	61	11	4	15	17	4	21	17	4	21	119	14	133	6,883
Laguna.....	136	48	184	88	29	117	44	13	57	30	14	44	236	104	340	12,580
Levite.....	107	103	210	53	27	80	37	7	44	26	4	30	223	141	364	25,930
Mindoro.....	27	7	34	11	4	15	14	2	16				61	11	72	5,811
Misamis.....	35	10	45	12	4	16	14	2	16				61	16	77	9,793
Mountain.....	77	13	90	14	5	19	15	2	17				106	20	126	7,731
Nueva Ecija.....	123	29	152	52	15	67	28	7	35	26	4	30	229	55	284	14,511
Nueva Vizcaya.....	66	30	96	7	4	11	11	2	13				84	36	120	2,571
Occidental Negros.....	122	68	190	46	20	66	35	9	44	22	4	26	225	105	330	15,466
Oriental Negros.....	98	40	138	23	11	34	26	8	34	14	3	17	161	62	223	9,959
Palawan.....	57	7	64	15	1	16							72	8	80	3,891
Pampanga.....	165	53	218	59	25	84	50	6	56	41	13	54	315	97	412	10,981
Pangasinan.....	375	172	547	184	58	242	148	39	187	74	16	90	781	285	1,066	33,546
Rizal.....	127	35	162	70	18	88	38	7	45	28	3	31	287	63	350	11,597
Sambol.....	35	10	45	12	4	16	14	2	16				61	16	77	9,793
Sanar.....	25	17	42	23	4	27	17	2	19				37	14	51	3,611
Sorsogon.....	72	30	102	26	6	31	17	1	18	14	2	16	125	38	163	13,689
													127	38	165	11,113

Surigao	16	13	29	17	2	19	53	10	63	44	4	48	33	15	48	5,496	4,670	10,186
Tarlac	180	39	219	92	15	107	43	3	46	33	6	44	369	68	487	18,381	7,049	17,800
Tayabas	143	86	229	54	16	70	43	17	63	24	4	23	278	111	329	18,585	13,342	31,888
Union	218	114	332	79	44	123	46	9	63	23	2	25	367	173	546	12,922	5,027	20,949
Zambales	94	32	126	49	3	62	32	9	41	23	2	25	188	46	244	6,367	4,866	11,233
Normal School	26	32	58	48	106	154	35	82	117	122	123	245	231	343	574	538	567	1,180
Trade School	217		217	79		79	66		66	51		51	413		413	686		686
Nautical School							38		38	26		26	64		64			64
Total	6,268	2,698	8,966	2,936	1,046	3,982	1,984	578	2,562	1,361	390	1,751	12,549	4,712	17,261	480,592	346,721	827,313
Mindanao and Sulu:																		
Agusan	16	5	21										16	5	21	4,124	3,240	7,364
Bukidnon																4,348	2,532	6,880
Cotabato																3,760	2,860	6,620
Davao																5,240	2,586	7,826
Lanao																3,642	1,028	4,670
Sulu																5,260	2,436	7,696
Zamboanga	29	7	36	15	3	18	8	2	10	6	3	9	58	15	73	5,432	2,931	8,413
Grand total	6,313	2,710	9,023	2,951	1,049	4,000	1,992	580	2,572	1,367	393	1,760	12,623	4,732	17,355	512,448	362,333	874,781

¹ Central Luzon Agricultural School.

The figures in Table 2, when compared with corresponding figures for September, 1919, show (1) an increase of 78,179 boys and 66,144 girls in the primary grades; (2) a larger increase than usual in the number of intermediate pupils; and (3) a considerable increase in the number of secondary pupils.

The number of pupils in the primary grades increased considerably. The rates of increase in the number of boys and in the number of girls in the first grade were 24 per cent and 26 per cent respectively; in the second grade, 24 per cent and 29 per cent respectively; in the third grade, 15 per cent and 21 per cent respectively; in the fourth grade, 20 per cent and 26 per cent respectively.

The rates of increase in the number of boys and in the number of girls in the fifth grade were 21 per cent and 25 per cent respectively; in the sixth grade, 18 per cent and 28 per cent respectively; in the seventh grade, 29 per cent and 31 per cent respectively.

In the first year of the secondary course the rate of increase in the number of boys was 12 per cent and the rate of increase in the number of girls was 23 per cent; in the second year the rate of decrease in the number of boys was 1 per cent and the rate of increase in the number of girls was 12 per cent; in the third year the rate of increase in the number of boys was 16 per cent and the rate of increase in the number of girls was 39 per cent; in the fourth year the rate of increase in the number of boys was 10 per cent and the rate of increase in the number of girls was 22 per cent.

In every grade, the rate of increase in the number of girls was greater than the rate of increase in the number of boys. The large increase in the enrolment of girls in the intermediate and in the secondary courses is encouraging.

No. 3.—Enrolment of Secondary Students by Courses

A table showing, by divisions and for the Islands, the enrolment of secondary students by courses, based on the monthly enrolment for March, 1920.

Division	First Year						Second Year																
	General		Normal		Trade	Farming	Housekeeping and Household Arts	Total			General		Normal		Commer- cial		Trade	Farming	Housekeeping and Household Arts	Total			
	Male	Female	Male	Female	Male	Male	Female	Male	Female	Total	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
Manila.....	486	327						486	327	813	260	67			119	21					379	88	467
Abra.....	69	11		12			80	23	103	32	3										32	3	35
Albay.....	60	26		36			61	62	123	23	6										33	14	47
Antique.....	73	27					73	21	94	37	7		8								37	7	44
Bataan.....	59	7					59	7	66	35	3										36	3	38
Batanes.....	9						9		9														
Batangas.....	100	25					100	34	134	33	15												
Bohol.....	129	24					129	59	188	56	8												
Bulacan.....	101	33					101	33	134	57	26												
Cagayan.....	86	7					86	46	132	35	5												
Camarines.....	72	47					72	47	119	43	9												
Capiz.....	33	10					45	33	78	28	8												
Cavite.....	63	39		5			63	39	102	44	11		5										
Cebu.....	224	39		44			287	83	370	125	25												
C. L. A. S. ¹							195		195														
Ilocos Norte.....	244	114		93			298	207	505	142	27												
Ilocos Sur.....	164	23		66			221	116	337	96	7												
Iloilo.....	299	79		50			323	149	472	171	38												
Isabela.....	58	10					68	10	78	25	3												
Laguna.....	133	22					155	43	176	68	8												
Leyte.....	76						76	47	123	44	4												
Mindoro.....	17	5					17	5	22	4	2												

Samar.....	13	2							13	2	15
Sorsogon.....											
Surigao.....	63	3							63	3	66
Tarlac.....	41	7							51	7	58
Tayabas.....	41	10			10				41	10	51
Union.....	25	2							25	2	27
Zambales.....											
Normal School.....	66	61							66	61	127
Trade School.....									57		57
Nautical School.....									29		29
Total.....	1,206	258	25	127	112	36	21	10	29	1,597	1,992
Mindanao and Sulu:											
Agusan.....	7	4									
Zamboanga.....											
Grand total.....	1,213	262	25	127	112	36	21	10	29	1,604	2,003

¹ Central Luzon Agricultural School.

Samar	18	3						18	3	21
Sorsogon										
Surigao										
Tarlac	38	7						38	7	45
Tayabas	37	8						37	8	46
Union	22	1						22	1	23
Zambales	20	1						20	1	21
Normal School			89	70				89	70	159
Trade School								37		37
Nautical School								29		29
Total	945	202	131	99	48	4	18	1,190	305	1,495
Mindanao and Sulu:										
Agusan										
Zamboanga										
Grand total	945	202	131	99	48	4	18	1,190	305	1,495

¹ Central Luzon Agricultural School.

Pangasinan	638	102	64	73						51		702	226	928
Rizal	220	57										220	57	277
Romblon	53	23										53	23	76
Samar	53	9										53	9	62
Sorsogon	125	11								18		125	29	154
Surigao	34	7										34	7	41
Tarlac	378	36								22		378	58	436
Tayabas	261	71			10					9		271	80	351
Union	314	119										314	119	433
Zambales	171	32										171	32	203
Normal School			209	234								209	234	443
Trade School												306		306
Nautical School												58		58
Total	8,409	2,193	1,005	838	294	50	266	40	137	423	58	10,209	3,504	13,713
Mindanao and Sulu:														
Agusan	18	5										18	5	23
Zamboanga	43	8										43	8	51
Grand total	8,470	2,206	1,005	838	294	50	266	40	137	423	58	10,270	3,517	13,787

¹ Central Luzon Agricultural School

No. 4.—Enrolment of Intermediate Pupils by Courses

A table showing, by divisions and for the Islands, the enrolment of intermediate pupils by courses, based on the monthly enrolment, March, 1920.

Division	Grade V						Grade VI							
	General		Trade	Farm- ing	House- keep- ing and House- hold Arts	Total	General		Trade	Farm- ing	House- keep- ing and House- hold Arts	Total		
	Male	Female	Male	Female	Male		Female	Male	Female	Male	Female		Male	Female
Manila	1,880	949			247	1,880	1,196	3,026	1,281	624	169	1,281	793	2,074
Abra	134				73	226	73	299	120		41	144	41	135
Albay	367	148			86	448	234		213	96	66	276	162	438
Antique	332	206	24		372	250	682		163	101	27	191	128	319
Bataan	213	32	40		45	213	110	323	103	20	12	103	32	135
Batanes	61	21			78									
Batanes						61	21	82	27	15		27	15	42
Batangas	880					389	389	1,298	547			605	242	847
Bohol	641	271	45		187	707	458	1,165	367	110	83	434	196	632
Bulacan	685	6	35		315	720	321	1,041	587	4	205	693	209	802
Cagayan	453	137	57		162	510	239	809	316	50	142	360	192	552
Camarines	362	17	16			390	161	551	188			221	105	328
Capiz	551				34	396	396	1,003	309			356	242	598
Cavite	427	270	22		17	456	287	743	299			27	242	538
Cebu	1,245	404	51		245	1,296	649	1,945	731	118	44	757	378	1,627
C. L. A. S. ¹					45	45		45				56	56	1,136
Ilocos Norte	702	9	35		574	767	583	1,350	540	16		625	390	1,015
Ilocos Sur	667		36		53	756	426	1,182	408			37	237	728
Iloilo	1,003	23	19		662	1,022	685	1,707	680	6		414	420	1,132
Isabela	234	71	19		54	305	125	430	123	39		171	84	255
Laguna	687	250	11		197	698	447	1,145	472	141	151	495	292	787
Leyte	661	79	34		422	685	501	1,186	378			407	314	721
Mindoro	188	36			64	188	100	288	85	3		32	35	120
Misamis	215				179	215	179	394	97			63	97	160
Mountain	154	39			98	45	252	84	336	20		100	44	144
Nueva Ecija	519	158	27		86	546	244	790	370	105	40	390	145	535
Nueva Vizcaya	79	46	25		47	136	98	229	37	26		92	58	150
Occidental Negros	716	450	23		19	739	469	1,208	502	15		517	299	816

Oriental Negros	308	104	24	115	332	219	551	210	57	30	5	82	240	139	379
Palawan	134	36	46	7	189	43	232	95	34	24	3	3	124	37	161
Pampanga	582	213	26	6	614	239	853	368	108	17	12	59	397	167	564
Pangasinan	1,630	455	38	56	439	894	2,618	1,002	267	40	42	238	1,084	505	1,589
Rizal	578	45	---	---	1,578	238	816	389	20	---	---	135	389	155	544
Romblon	166	---	---	29	193	101	296	84	---	---	17	70	101	70	171
Samar	322	---	23	43	388	245	633	218	---	18	18	113	254	113	387
Sorsogon	199	103	16	29	215	132	347	141	46	11	---	19	152	68	217
Surigao	107	38	---	33	107	71	178	87	27	---	---	19	87	46	133
Tarlac	608	21	21	235	629	235	864	389	---	36	---	118	425	118	543
Tayabas	849	8	109	538	953	546	1,504	512	3	77	---	233	589	286	875
Union	978	31	31	486	1,009	486	1,495	652	---	24	---	284	676	284	960
Zambales	233	127	54	88	310	215	525	138	72	23	39	47	255	119	374
Normal School	61	36	60	---	61	36	97	61	26	---	---	---	61	26	87
Trade School	---	---	---	---	60	---	60	---	---	73	---	---	73	---	73
Total	20,771	4,786	997	7,694	22,463	12,480	34,943	13,400	2,660	819	589	4,750	14,818	7,410	22,228
Mindanao and Sulu:															
Agusan	40	20	---	14	54	26	80	24	16	---	23	6	47	22	69
Bukidnon	---	---	---	52	52	---	52	---	---	---	29	---	29	29	29
Cotabato	16	9	---	22	38	9	47	6	4	---	---	---	28	4	32
Davao	57	14	---	24	81	14	96	15	8	---	22	---	15	8	23
Lanao	33	15	---	3	36	15	51	19	13	---	---	---	19	13	32
Sulu	33	---	---	12	64	12	76	15	---	---	10	12	25	12	37
Zamboanga	158	14	32	45	190	59	249	61	9	18	---	23	79	32	111
Grand total	21,108	4,858	1,029	851	7,757	22,978	35,593	13,540	2,710	837	683	4,791	15,060	7,501	22,561

¹ Central Luzon Agricultural School.

No. 4.—Enrolment of Intermediate Pupils by Courses—Continued

Division	Grade VII										Total for the Grades													
	General			Trade		Farm- ing		House- keep- ing and House- hold Arts			Total		General		Trade		Farm- ing		House- keep- ing and House- hold Arts			Total		
	Male		Female	Male		Male		Female		Total	Male		Female		Male		Male		Female	Male	Female	Male	Female	Total
	Male	Female		Male	Female	Male	Female	Male	Female		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female		
Manila.....	945	455						140		595	1,540	2,028					556		4,056	2,584	6,640			
Albay.....	67							24		24	117						138		463	138	601			
Albay.....	139	84		17	25			74		108	289	278			58		226		905	504	1,409			
Antique.....	109	43		13				17		60	182	349			81		89		685	438	1,123			
Bataan.....	80	22								22	102	74					90		396	164	560			
Batanes.....	25	1								1	26	37							113	37	150			
Batangas.....	260	21		15	36			117		138	449	21			70		748		1,820	769	2,589			
Bohol.....	270	38		32	21			81		323	442	419			122		356		1,464	775	2,239			
Bulacan.....	405			7				191		191	603	10			48		711		1,725	721	2,446			
Cagayan.....	204	28		27				88		116	347	215			123		392		1,101	607	1,708			
Camarines.....	155			18				84		84	257	17			55		333		784	350	1,134			
Capiz.....	190			42				179		252	431				84		81		1,216	817	2,032			
Cavite.....	162	94						52		188	334	482					113		969	895	1,864			
Cebu.....	464	117		24				120		488	725	761			101		503		2,541	1,264	3,805			
C. L. A. S. I.....								68		68									169		169			
Ilocos Norte.....	344	162		17	39			99		400	661	187			84		1,047		1,792	1,234	3,026			
Ilocos Sur.....	283			17	37			172		307	1,328				90		836		1,554	1,335	2,889			
Iloilo.....	494	190		13				119		309	816	219			64		1,195		2,241	1,414	3,655			
Isabela.....	222	73		20	21			38		162	430	126			53		121		690	247	937			
Laguna.....	276	72		19				102		174	469	463			53		450		1,438	913	2,401			
Leyte.....	277			17	5			232		299	531	79			83		968		1,391	1,047	2,438			
Mindoro.....	71	6						36		71	344	45					132		344	177	521			
Misamis.....	71							35		71	35						277		383	277	660			
Mountain.....	59	27						16		98	42	86					84		450	170	620			
Nueva Ecija.....	247	45		10				38		83	340	308			57		164		1,193	472	1,665			
Nueva Vizcaya.....	24	10		16	18			15		25	83	82			50		94		286	176	462			
Occidental Negros.....	345	161		20				31		365	557	877			68		83		1,631	960	2,591			
Oriental Negros.....	122	3		9				63		66	187	164			58		260		703	424	1,127			
Palawan.....	43	22		25				68		22	30	272			92		40		381	102	483			
Pampanga.....	249	57		15				39		96	360	378			58		124		1,275	502	1,777			

Pangasinan.....	596	146	42	35	155	673	301	974	3,228	868	120	133	832	3,481	1,700	5,181
Rizal.....	244	64	---	---	27	244	91	335	1,211	129	---	---	355	1,211	484	1,695
Romblon.....	53	---	---	23	41	76	41	117	601	---	---	---	212	372	212	584
Samar.....	151	---	8	19	83	178	83	261	393	---	49	80	441	820	441	1,261
Sorsogon.....	109	35	13	---	20	122	55	177	449	184	40	---	68	489	252	741
Surigao.....	38	12	---	---	13	38	25	63	232	77	---	---	65	232	142	374
Tarlac.....	250	---	7	---	86	257	86	343	1,247	---	64	---	439	1,311	439	1,750
Tayabas.....	320	---	35	---	165	355	165	520	1,681	11	221	---	986	1,902	997	2,899
Union.....	381	---	16	---	188	397	185	582	2,011	---	71	---	955	2,082	955	3,087
Zambales.....	101	38	20	35	35	156	78	229	527	237	97	---	170	721	407	1,128
Normal School.....	49	37	---	---	---	49	37	86	171	99	---	---	---	171	99	270
Trade School.....	---	---	88	---	---	88	---	88	---	---	221	---	---	221	---	221
Total.....	8,715	1,956	622	493	2,995	9,830	4,951	14,781	42,886	9,402	2,438	1,797	15,439	47,111	24,841	71,952
Mindanao and Sulu:																
Agusan.....	14	12	---	9	---	23	12	35	78	43	---	46	12	124	60	184
Bukidnon.....	---	---	---	13	---	13	---	13	---	---	---	94	---	94	---	94
Cotabato.....	---	---	---	9	---	9	---	9	22	13	---	53	---	75	13	88
Davao.....	3	---	---	---	---	3	---	3	75	22	---	24	---	99	22	121
Lanao.....	14	5	---	---	---	14	5	19	66	33	---	3	---	69	33	102
Sulu.....	---	---	---	10	---	10	---	10	48	---	---	---	---	---	---	---
Zamboanga.....	33	3	23	---	7	56	10	66	262	26	73	---	24	99	24	123
Grand total.....	8,779	1,976	645	534	3,002	9,953	4,978	14,936	43,427	9,544	2,511	2,068	15,550	47,996	25,094	73,090

¹ Central Luzon Agricultural School.

In the general course both the number of boys enrolled and the number of girls enrolled was 29 per cent more during the school year 1919-20 than during the school year 1918-19.

In the trade schools the number of pupils enrolled was 4 per cent less during the school year 1919-20 than during the school year 1918-19.

In the housekeeping-and-household-arts course the number of pupils enrolled was 3,806 more during the school year 1919-20 than during the school year 1918-19, which was an increase of 32 per cent.

In the farming course the number of students enrolled was 121 more during the school year 1919-20 than during the school year 1918-19, which was an increase of 6 per cent.

No. 5.—Enrolment, Pupils Dropped, and Percentages of Pupils Dropped

A table showing, by divisions and for the Islands, the annual enrolment, the March enrolment, the number of pupils dropped, and the percentages of pupils dropped, based on the annual enrolment for the school year 1919-20.

Division	All	Grade I				Grade II				Grade III				Grade IV				Grade V			
		Annual Enrolment	March Enrolment	Number of Pup-ils Dropped	Percentage	Annual Enrolment	March Enrolment	Number of Pup-ils Dropped	Percentage	Annual Enrolment	March Enrolment	Number of Pup-ils Dropped	Percentage	Annual Enrolment	March Enrolment	Number of Pup-ils Dropped	Percentage	Annual Enrolment	March Enrolment	Number of Pup-ils Dropped	Percentage
Nautical School	8																				
	9	5,038	4,688	350	7	954	825	129	14	526	455	71	13	292	256	37	13	70	52	18	26
	9	9,436	8,605	831	9	2,265	2,134	131	6	1,364	1,258	106	8	851	759	92	11	425	386	89	21
	10	7,935	7,083	852	11	4,136	3,622	514	12	3,515	3,099	416	12	2,085	1,925	160	8	1,351	1,182	179	13
	11	5,487	4,914	573	10	975	852	123	13	455	400	55	12	175	147	28	16	102	76	25	25
	13	2,068	1,779	289	14	1,122	1,017	105	9	821	689	132	16	1,021	925	96	9	307	299	8	8
	13	2,440	2,134	306	13	699	590	109	16	503	456	47	9	534	466	68	13	250	229	21	8
	13	8,153	6,804	1,349	17	6,684	5,823	861	13	5,441	4,791	650	12	4,362	3,853	509	12	3,413	3,026	387	11
	14	55	43	12	22	66	59	7	11	59	60	9	15	69	63	6	9	116	97	19	11
	14	2,008	1,668	340	17	896	769	127	14	693	609	84	12	469	406	63	13	262	232	30	11
	14	5,126	4,454	672	13	1,458	1,299	159	11	828	703	125	15	473	389	84	18	313	249	64	20
Zamboanga	15	1,792	1,480	312	17	995	847	148	15	738	637	101	14	501	396	65	13	361	323	38	11
	16	6,744	5,647	1,097	16	3,788	3,209	579	15	2,911	2,352	529	18	2,341	1,952	359	15	1,509	1,263	216	14
	16	5,581	4,816	725	14	3,351	2,851	500	13	2,960	2,472	553	23	1,587	1,340	247	16	905	743	162	18
	16	6,062	5,115	937	15	1,258	1,035	223	18	696	572	124	18	374	305	69	18	111	95	16	14
	16	3,546	3,017	529	15	920	820	96	16	269	215	54	20	131	104	27	21	77	51	26	34
	16	23,465	18,613	4,842	21	9,420	8,356	1,064	11	6,877	5,961	916	13	5,032	4,508	524	10	3,130	2,618	512	16
	16	6,654	5,420	1,214	18	3,882	3,245	637	16	2,525	2,117	408	16	1,626	1,403	223	14	945	816	129	14
	16	8,531	5,426	3,105	36	3,181	2,080	1,101	35	1,912	1,238	675	35	1,181	817	364	31	530	347	183	35
	16	5,549	4,495	1,054	19	3,403	2,832	571	17	3,266	2,756	510	16	2,468	2,209	259	10	1,800	1,495	305	17
	17	4,504	3,779	725	16	1,178	1,020	158	13	810	671	139	17	424	311	113	27	121	80	41	34
	17	10,073	8,161	1,912	19	6,082	5,187	865	14	4,048	3,330	718	18	2,622	2,151	471	18	1,337	1,165	172	13
Agusan	17	16,666	13,707	2,949	18	9,099	7,708	1,391	15	6,567	5,405	1,162	18	4,121	3,468	633	15	2,403	1,945	468	19
	18	474	357	117	25	254	205	49	19	184	160	24	13	134	114	20	15	91	82	9	10
	18	7,080	5,687	1,393	20	5,077	4,268	809	16	3,377	2,762	615	18	2,169	1,756	413	19	1,279	1,003	276	22
	18	2,269	2,269	472	17	745	612	133	18	425	394	91	21	382	319	63	16	66	47	19	29
	18	8,194	6,576	1,618	20	4,325	3,554	771	15	3,113	2,545	568	18	2,448	1,976	472	19	1,335	1,145	190	14
	18	11,147	8,769	2,378	21	4,500	3,838	662	15	2,639	2,212	427	16	1,730	1,479	251	15	943	790	153	16

Ilocos Norte.....	19	7,621	5,915	1,706	22	4,435	3,560	875	20	3,614	2,839	775	21	2,448	2,101	347	14	1,545	1,350	195	13
Tayabas.....	19	11,268	8,648	2,620	23	5,648	4,874	774	14	4,256	3,606	650	15	3,425	2,556	869	25	1,749	1,504	245	14
Antique.....	20	4,715	3,571	1,144	24	2,469	2,041	428	17	1,899	1,485	414	22	1,464	1,205	259	22	771	622	149	19
Pampanga.....	20	7,080	5,462	1,568	22	3,472	2,779	693	20	2,344	1,854	490	21	1,517	1,278	239	16	1,018	853	163	19
Tarlac.....	20	7,584	5,869	1,715	23	3,164	2,586	578	18	2,441	1,860	581	24	1,720	1,430	290	17	1,027	864	163	16
Zambales.....	20	4,779	3,740	1,039	22	1,964	1,593	371	19	1,662	1,297	365	22	1,088	904	184	17	665	525	140	21
Bulacan.....	22	10,757	8,240	2,517	23	4,927	3,854	1,073	22	3,205	2,452	753	23	2,237	1,841	396	18	1,315	1,041	274	21
Camarines.....	22	6,097	4,705	1,392	23	3,271	2,611	660	20	2,138	1,660	478	22	1,234	985	249	20	808	551	257	32
Iloilo.....	22	15,556	12,027	3,529	23	7,880	6,439	1,441	18	5,975	4,630	1,345	23	4,206	3,366	840	20	2,335	1,707	628	27
Oriental Negros.....	22	8,222	6,374	1,848	22	3,183	2,569	614	19	2,163	1,637	526	24	1,422	1,149	273	19	675	551	124	18
Cagayan.....	23	9,429	7,138	2,291	24	3,382	2,619	763	23	2,515	1,955	560	22	1,842	1,465	377	20	1,019	809	210	21
Isabela.....	23	5,236	3,960	1,276	24	2,132	1,671	461	22	1,536	1,205	331	22	1,096	878	218	20	601	430	171	28
Trade School.....	24																				
Mindoro.....	25	2,240	1,554	686	31	1,025	763	262	26	735	554	181	25	674	570	104	15	346	288	60	16
Leyte.....	26	18,768	13,982	4,806	26	8,635	6,288	2,347	27	5,837	4,242	1,595	27	3,217	2,367	850	26	1,736	1,186	550	32
Misamis.....	26	7,560	5,595	1,965	26	3,498	2,587	911	26	2,049	1,432	617	30	1,231	967	324	25	530	394	136	26
Occidental Negros.....	26	9,686	6,587	3,099	32	5,351	4,075	1,276	24	3,934	2,989	995	25	3,184	2,479	705	22	1,589	1,208	381	24
Romblon.....	26	2,099	1,704	395	19	1,166	953	213	18	988	716	222	24	674	517	157	23	394	296	98	25
C. L. A. S. ¹	30																				
Samar.....	31	11,950	7,802	4,148	35	5,013	3,641	1,372	27	2,357	1,721	636	27	1,476	1,145	331	22	865	653	232	27
Surigao.....	32	5,699	3,689	2,010	35	2,352	1,698	654	28	1,189	817	672	31	798	560	238	30	249	178	71	29
Albay.....	39	7,272	4,208	3,064	42	4,145	2,579	1,566	38	3,105	1,837	1,268	41	2,014	1,352	662	33	1,143	652	461	40
Total.....	20	340,027	266,256	73,771	22	158,215	128,637	29,578	19	111,415	88,952	22,463	20	76,629	63,001	13,628	18	44,091	35,593	8,498	19

¹ Central Luzon Agricultural School.

No. 5.—Enrolment, Pupils Dropped, and Percentages of Pupils Dropped—Continued

Division	Grade VI				Grade VII				First Year				Second Year				Third Year				Fourth Year				
	Annual Enrolment	March Enrolment	Number of Pupils Dropped	Percentage	Annual Enrolment	March Enrolment	Number of Pupils Dropped	Percentage	Annual Enrolment	March Enrolment	Number of Pupils Dropped	Percentage	Annual Enrolment	March Enrolment	Number of Pupils Dropped	Percentage	Annual Enrolment	March Enrolment	Number of Pupils Dropped	Percentage	Annual Enrolment	March Enrolment	Number of Pupils Dropped	Percentage	
Nautical School																									
Bukidnon	30	29	1	3	15	13	2	13	128	90	38	30	38	30	8	21	140	128	12	9	89	86	3	3	
Mounin	165	144	21	13	154	140	14	9	367	337	30	8	219	187	32	15	140	128	12	9	89	86	3	3	
Ilocos Sur	815	728	87	11	519	479	40	8	367	337	30	8	219	187	32	15	140	128	12	9	89	86	3	3	
Sulu	41	37	4	10	10	10																			
Abra	246	185	61	25	183	117	66	36	121	103	18	15	41	35	6	15	13	11	2	15					
Nueva Vizcaya	165	150	15	9	86	83	3	73	40	33	45	23	19	18	9	32	13	11	2	15					
Manila	2,401	2,074	327	14	1,769	1,640	229	13	1,064	813	251	24	605	467	138	23	351	280	71	20	306	241	65	21	
Normal School	101	87	14	14	96	86	10	10	29	24	5	17	161	133	28	17	150	127	23	15	181	159	22	12	
Palawan	178	161	17	10	98	90	8	8	51	46	5	10	10	10	1	9									
Zamboanga	131	111	20	15	85	68	19	22	39	29	10	26	11	11	9	19	11	11	1	4	20	15	5	25	
Batangas	983	847	136	14	490	449	41	8	81	66	15	19	47	38	9	38	44	48	40	8	17	28	24	4	14
Cavite	535	487	48	9	372	334	38	10	147	102	45	31	70	55	15	21	44	33	11	25					
Davao	28	23	5	18	3	3																			
Lanao	35	32	3	9	22	19	3	14																	
Pangasinan	1,810	1,589	221	12	1,111	974	137	23	540	455	85	16	294	254	40	14	131	114	17	13	119	105	14	12	
Rizal	598	544	54	9	372	335	37	10	196	165	31	16	92	66	26	28	40	27	13	33	24	19	5	21	
Sorsogon	309	217	92	30	245	177	68	28	85	60	25	29	70	58	12	17	21	21	15	6	29	23	2	9	
Union	1,031	960	131	12	660	582	78	12	341	252	89	26	140	107	33	24	59	51	8	14	30	23	7	23	
Agusan	91	69	22	24	42	35	7	17	31	23	8	26													
Bohol	701	632	69	10	480	442	38	8	220	188	32	15	91	78	13	14	21	19	2	10	20	17	3	15	
Cebu	1,339	1,135	204	15	833	725	108	13	511	370	41	28	212	182	30	14	135	123	12	9	97	84	13	13	
Batanes	44	42	2	5	27	26	1	4	11	9	2	18													
Capiz	720	598	122	17	476	431	45	9	113	78	35	31	71	62	9	13	29	21	8	28	28	24	4	14	
Cotabato	35	32	3	9	9	9																			
Laguna	906	787	119	13	511	469	42	8	214	176	38	18	96	78	18	19	63	56	7	11	43	42	1	2	
Nueva Ecija	619	535	84	14	367	340	27	7	150	121	29	19	65	43	22	34	37	34	3	8	36	34	2	6	
Ilocos Norte	1,128	1,015	113	10	734	661	73	10	578	505	73	13	272	247	25	9	139	122	16	12	59	57	2	3	
Illoilo	1,016	875	141	14	630	520	110	17	193	151	42	22	115	97	18	16	72	58	14	19	58	45	13	22	

Antique.....	361	319	42	12	199	182	17	9	104	94	10	11	48	44	4	8	17	15	2	12	16	16	2	4
Batangas.....	634	564	70	11	405	360	45	11	210	158	52	25	97	81	16	16	68	57	11	16	48	46	2	8
Barangay.....	616	543	73	12	382	343	39	10	270	211	59	22	128	114	14	11	76	66	10	13	49	45	4	13
Batavia.....	421	374	47	11	254	229	25	10	117	96	21	13	66	59	7	11	30	27	3	10	24	21	3	10
Bulacan.....	919	802	117	13	674	603	71	11	204	134	70	34	93	83	10	11	49	46	3	6	39	35	4	10
Camarines.....	442	326	116	26	325	257	68	21	157	119	38	24	70	52	18	26	34	32	2	6	21	18	3	14
Iloilo.....	1,490	1,132	353	24	1,074	816	258	24	693	472	221	32	364	252	112	31	192	157	35	18	146	133	13	9
Oriental Negros.....	443	379	64	14	284	197	57	25	87	71	16	13	40	37	3	8	17	16	1	6	22	11	1	8
Cagayan.....	652	552	100	15	425	347	73	13	188	132	28	16	49	45	4	8	30	27	3	10	28	28	1	8
Isabela.....	315	255	60	19	176	152	24	14	86	68	18	21	28	28	---	---	13	11	2	15	---	---	---	---
Trade School.....	110	73	37	34	122	88	34	28	139	143	46	24	86	69	17	20	65	57	8	12	41	37	4	10
Mindoro.....	143	120	23	19	138	113	23	18	125	122	43	12	7	56	23	34	---	---	---	---	---	---	---	---
Leyte.....	919	721	198	22	634	531	103	30	149	122	43	12	7	56	23	34	51	40	11	22	32	32	---	---
Misamis.....	212	160	82	25	132	106	23	10	148	132	16	33	15	13	2	13	---	---	---	---	---	---	---	---
Occidental Negros.....	998	816	182	18	661	557	104	16	171	137	34	20	66	56	9	14	46	37	9	19	31	30	1	3
Romblon.....	280	171	59	28	132	117	15	11	50	44	6	12	16	13	3	19	19	19	---	---	---	---	---	---
C. L. A. S. 1.....	73	66	22	28	76	68	7	9	299	195	104	25	177	119	58	33	45	41	4	9	---	---	---	---
Samar.....	499	367	132	15	324	261	63	19	159	127	17	29	90	27	---	---	---	---	---	---	---	---	---	---
Surigao.....	157	133	24	15	82	63	19	23	152	123	18	35	14	7	7	50	---	---	---	---	---	---	---	---
Abay.....	608	438	170	28	394	289	105	26	183	123	60	33	62	47	15	24	36	33	3	8	18	18	---	---
Total.....	26,664	22,561	4,103	15	17,381	14,936	2,445	14	8,805	6,787	2,018	23	4,355	3,502	853	20	2,349	2,003	346	15	1,685	1,495	200	12

¹ Central Luzon Agricultural School.

In Table 4, the divisions, are listed according to the percentage of pupils dropped during the school year 1919-20, the division with the smallest percentage being listed first.

The median percentage of withdrawals during the school year 1919-20 was 18 per cent, or 6 per cent less than during the school year 1918-19.

No. 6.—*Promotions of Pupils*
A table showing, by divisions and for the Islands, the number of pupils promoted, school year 1919-20.

Division	From Grade I to II			From Grade II to III			From Grade III to IV			From Grade IV to V			From Grade V to VI			From Grade VI to VII		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Manila	3,019	2,738	5,757	2,787	2,191	4,988	2,378	1,786	4,164	2,143	1,360	3,503	1,577	1,064	2,641	1,150	734	1,884
Abra	1,676	1,273	2,949	1,433	1,177	2,610	327	128	455	637	383	320	191	94	285	93	38	131
Albay	1,686	1,360	3,046	1,174	907	2,081	685	648	1,333	687	423	1,066	343	177	520	209	138	347
Antique	1,262	1,148	2,410	886	735	1,621	374	486	860	320	201	521	307	219	526	175	122	297
Bataan	683	621	1,304	387	352	739	308	189	497	241	143	384	200	105	306	98	30	123
Batanes	91	62	153	83	38	121	74	37	111	57	18	75	48	16	64	25	14	39
Batangas	1,999	1,591	3,590	1,521	1,055	2,576	1,265	696	1,961	1,097	482	1,508	655	319	974	541	228	769
Bohol	2,312	2,352	4,664	1,945	1,753	3,698	1,316	1,055	2,371	806	582	1,388	552	348	900	373	167	540
Bulacan	2,359	1,739	4,098	1,443	1,018	2,461	1,198	871	2,069	847	396	1,243	485	234	719	466	181	647
Cagayan	2,477	2,128	4,605	1,314	964	2,278	915	603	1,518	519	334	853	336	200	536	285	166	451
Camarines	1,981	1,261	3,242	1,267	891	2,158	853	525	1,378	470	273	743	310	121	431	201	95	296
Capiz	2,114	1,606	3,720	1,332	1,487	2,819	1,316	922	2,238	837	593	1,430	516	317	833	328	213	541
Cavite	1,714	1,575	3,289	1,345	1,137	2,483	910	732	1,642	562	413	975	368	244	612	291	152	443
Cebu	6,168	4,332	10,500	3,969	2,605	6,574	3,076	1,647	4,723	1,733	887	2,670	1,082	547	1,629	667	345	1,012
C. L. A. S.													41		41	51		51
Ilocos Norte	2,721	2,471	5,192	1,955	1,485	3,440	1,428	1,006	2,434	846	576	1,422	562	398	960	494	316	810
Ilocos Sur	2,307	1,633	3,940	1,359	834	2,193	1,215	731	1,946	799	479	1,278	616	392	978	387	222	609
Iloilo	3,378	3,061	6,439	2,577	2,121	4,698	1,884	1,453	3,337	1,052	778	1,330	647	404	1,051	517	355	872
Isabela	1,237	1,081	2,318	775	525	1,301	589	358	947	397	194	591	228	77	305	144	75	219
Laguna	2,306	2,043	4,349	1,504	1,240	2,744	1,121	868	1,989	727	544	1,271	564	350	914	420	257	677
Levite	3,316	3,188	6,504	1,977	1,833	3,810	1,255	1,037	2,292	742	580	1,322	433	348	781	341	245	586
Mindoro	3,572	2,457	6,029	1,853	1,283	3,136	1,259	827	2,086	127	173	1,227	300	156	456	75	35	110
Misamis	1,434	1,444	2,878	988	1,053	2,041	611	602	1,213	372	343	712	191	152	343	89	62	151
Mountain	2,522	1,838	4,360	1,090	835	1,925	659	181	840	343	104	447	179	60	239	96	36	132
Nueva Ecija	2,095	1,799	3,894	1,366	920	2,286	898	512	1,410	595	327	922	458	217	675	361	131	492
Nueva Vizcaya	420	403	828	250	190	440	240	146	386	200	145	343	98	74	172	84	53	137
Occidental Negros	2,287	2,093	4,380	1,842	1,545	3,387	1,333	1,082	2,415	1,019	755	1,774	606	384	990	456	269	725
Oriental Negros	1,293	1,292	2,585	911	786	1,697	623	456	1,079	466	322	788	267	192	459	209	125	334
Palawan	536	371	907	421	220	641	367	124	491	66	215	66	135	38	173	111	37	148
Pampanga	1,941	1,051	2,992	1,234	754	2,043	856	450	1,306	644	273	917	492	134	686	343	155	498
Pangasinan	6,073	5,323	11,396	3,586	2,721	6,307	2,641	1,743	4,384	1,924	1,063	2,987	1,338	685	2,023	888	443	1,331
Rizal	2,377	1,862	4,239	1,449	1,122	2,571	1,098	706	1,804	760	408	1,163	491	221	712	362	149	511
Romblon	482	404	886	396	244	640	324	199	523	208	122	330	133	65	198	61	52	113
Samar	2,496	2,270	4,766	1,510	1,291	2,801	818	596	1,414	407	263	670	283	154	437	184	84	268
Sorsogon	1,674	1,339	3,013	962	694	1,656	566	421	987	369	227	596	173	116	289	116	61	177

Surigao.....	787	1,571	535	472	1,008	298	249	547	177	108	285	70	51	121	65	34	99
Tarlac.....	2,197	1,863	1,364	973	2,337	1,070	579	1,649	680	304	984	509	186	695	367	106	473
Tayabas.....	2,776	2,520	2,145	1,700	3,845	1,662	1,156	2,818	1,320	856	2,176	738	456	1,194	506	246	752
Union.....	2,351	1,678	1,772	1,052	2,824	1,574	915	2,489	1,287	648	1,935	902	427	1,329	639	273	912
Zambales.....	1,040	894	1,934	581	1,406	516	390	906	1,420	229	649	263	200	463	235	110	346
Normal School.....	11	8	19	19	48	25	17	42	34	20	54	54	29	83	54	26	80
Trade School.....												30		30	45		45
Nautical School.....																	
Total.....	79,349	64,831	144,180	53,743	40,401	94,144	26,263	65,663	26,892	16,095	42,927	17,557	9,875	27,432	12,598	6,564	19,162
Mindanao and Sulu:																	
Agusan.....	788	552	1,340	407	271	678	249	397	102	43	145	41	16	57	36	18	54
Bukidnon.....	895	553	1,448	340	167	507	211	100	86	48	134	50		50	27		27
Cotabato.....	677	160	837	354	82	436	191	42	233	75	97	39	8	47	28	4	32
Davao.....	1,218	619	1,837	402	191	593	230	104	334	129	159	56	9	65	15	8	23
Lanao.....	756	148	904	251	54	305	111	36	147	47	32	79	14	40	16	12	28
Sulu.....	769	273	1,042	399	62	461	214	21	71	12	83	40	6	46	18	12	30
Zamboanga.....	1,142	602	1,744	530	320	850	102	389	132	59	191	112	43	155	64	27	91
Grand total.....	85,594	67,738	153,332	56,426	41,548	97,974	26,316	67,709	27,474	16,341	43,815	17,921	9,971	27,892	12,802	6,645	19,447

¹ Central Luzon Agricultural School.

No. 6.—*Promotions of Pupils*—Continued

Division	From Grade VII to First Year			From First to Second Year			From Second to Third Year			From Third to Fourth Year			Over Fourth Year			Grand Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Manila.....	854	541	1,395	260	189	449	305	78	384	187	61	248	141	54	195	14,782	10,796	25,578
Albay.....	83	26	109	24	11	35	15	11	26	25	5	30	14	4	18	1,909	874	2,783
Antique.....	110	86	196	42	42	84	27	12	39	25	5	30	14	4	18	5,064	3,798	8,862
Bataan.....	118	54	172	25	13	38	13	4	17	9	2	11	11	2	13	4,093	3,045	7,048
Batanes.....	71	11	82	37	5	42	26	3	29	17	2	19	11	4	15	2,044	1,865	3,909
Batanes.....	24	1	25	9		9										411	186	597
Batanes.....	266	132	398	80	32	112	39	13	52	26	11	37	14	7	21	7,423	4,499	11,922
Batanes.....	216	95	311	96	38	133	34	20	54	15	1	16	13	3	16	8,180	6,392	14,572
Batanes.....	360	176	536	86	36	115	55	25	80	35	4	39	29	5	34	7,258	4,532	11,790
Batanes.....	181	100	281	89	24	63	22	7	29	15	4	19	19	8	22	6,122	4,533	10,655
Batanes.....	139	71	210	53	33	86	40	6	46	20	4	24	18		18	5,352	3,280	8,632
Batanes.....	240	170	410	30	24	54	27	14	41	10	5	15	16		21	7,366	5,356	12,722
Batanes.....	165	140	305	51	35	86	38	10	48	22	10	32		5		5,467	4,448	9,915
Batanes.....	430	207	637	174	61	235	108	33	141	92	22	114	52	18	70	17,601	10,704	28,305
Batanes.....	64		64	177		177	112		112	38		38				483		483
Batanes.....	322	192	514	204	129	333	148	57	205	88	19	107	41	11	52	8,809	6,560	15,469
Batanes.....	259	159	418	166	98	264	105	43	148	69	27	96	67	14	81	7,349	4,702	12,051
Batanes.....	382	232	614	180	102	282	121	59	180	84	32	116	100	27	127	10,902	8,824	19,526
Batanes.....	107	34	141	56	8	64	25	3	28	10	1	11				3,569	2,306	5,875
Batanes.....	262	157	419	93	36	129	52	18	70	36	15	51	30	8	38	7,115	5,536	12,651
Batanes.....	237	170	407	55	42	97	36	8	44	35	3	38	29	3	32	8,456	7,457	15,913
Batanes.....	59	37	96	14	4	18	4	2	6							1,697	1,194	2,891
Batanes.....	66	29	95	17	7	24	10	2	12							3,778	3,691	7,469
Batanes.....	89	30	119	47	12	59	18	7	25							5,043	6,646	11,689
Batanes.....	212	74	286	52	22	74	25	8	33	24	4	28	27	5	32	6,113	4,019	10,132
Batanes.....	56	25	81	10	11	21	12	6	18	8	1	9				1,878	1,057	2,935
Batanes.....	323	166	489	43	16	59	17	17	34	15	9	24	16	7	23	7,957	6,343	14,300
Batanes.....	123	62	185	42	18	60	26	10	36	13	2	15	7	4	11	3,980	3,269	7,249
Batanes.....	60	18	78	30	1	31	8		8							1,863	875	2,738
Batanes.....	229	82	311	66	26	92	52	8	60	35	10	45	34	9	43	5,996	3,012	8,998
Batanes.....	552	240	792	210	79	289	155	53	208	78	15	93	74	13	87	17,519	12,378	29,897
Batanes.....	231	81	312	104	28	132	36	9	45	18	2	20	18	2	20	6,944	4,585	11,529
Batanes.....	59	32	91	15	5	20	9	1	10	11	3	14				1,698	1,127	2,825
Batanes.....	127	64	191	25	7	32	15	1	16							5,865	4,720	10,585
Batanes.....	92	42	134	21	5	26	36	4	40	10	2	12	15	3	18	4,034	2,964	6,998

Surigao.....	27	18	45	20	1	21	6	16	6	48	3	51	27	7	34	1,986	1,717	3,703
Tarlac.....	189	80	269	115	23	138	63	17	79	71	6	49	27	6	33	6,629	4,140	10,769
Tayabas.....	304	133	437	66	21	87	54	17	71	43	3	49	27	6	33	9,641	7,117	16,758
Union.....	371	176	547	92	46	138	57	15	72	31	5	36	27	1	22	9,097	5,236	14,333
Zambales.....	149	64	213	66	12	78	40	10	50	25	2	27	20	1	22	3,600	2,493	6,093
Normal School.....	46	36	82	10	13	23	28	59	87	58	61	119	98	65	163	447	353	800
Trade School.....	80	80	80	96	---	96	56	---	56	50	---	50	25	---	25	382	---	382
Nautical School.....	---	---	---	---	---	---	---	---	---	26	---	26	29	---	29	55	---	55
Total.....	8,334	4,233	12,567	3,109	1,318	4,427	2,066	669	2,735	1,326	356	1,632	1,043	291	1,334	245,357	170,896	416,253
Mindanao and Sulu:																		
Agusan.....	17	6	23	4	2	6	---	---	---	---	---	---	---	---	---	1,644	1,056	2,700
Bukidnon.....	11	---	11	---	---	---	---	---	---	---	---	---	---	---	---	1,620	868	2,488
Cotabato.....	9	---	9	---	---	---	---	---	---	---	---	---	---	---	---	1,373	318	1,691
Davao.....	2	---	2	---	---	---	---	---	---	---	---	---	---	---	---	2,082	961	3,013
Lanao.....	14	5	19	---	---	---	---	---	---	---	---	---	---	---	---	1,221	301	1,522
Sulu.....	8	---	8	---	---	---	---	---	---	---	---	---	---	---	---	1,519	386	1,905
Zamboanga.....	51	10	61	20	3	23	9	1	10	6	4	10	---	---	---	2,553	1,171	3,524
Grand total.....	8,446	4,254	12,700	3,133	1,323	4,456	2,075	670	2,745	1,332	360	1,692	1,043	291	1,334	257,139	175,957	433,096

¹ Central Luzon Agricultural School.

When these figures are compared with figures for 1918-19, the following increases in the number of pupils promoted from each grade are shown:

Item	Primary				Intermediate				Secondary			
	Grade				Grade				Year			
	I	II	III	IV	V	VI	VII		First	Second	Third	Fourth
Number of pupils promoted.....	32,565	11,367	12,358	6,956	5,256	4,598	1,396		56	404	168	129
Percentage of increase.....	27	13	22	19	23	31	12		1	17	11	11

No. 7.—Percentages of Pupils Promoted

A table showing, by divisions and for the Islands, the percentages, by grades and by sexes, of pupils promoted, based on annual enrolment and on pupils examined, for the school years 1918-19 and 1919-20.

Division	All Grades			Grade I						Grade II						Grade III					
	1919-20			1918-19			1919-20			1918-19			1919-20			1918-19					
	Annual Enrollment			Pupils Examined			Annual Enrollment			Pupils Examined			Annual Enrollment			Pupils Examined					
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total			
Nautical School	87		87																		
Union	76	77	153	60	60	120	88	99	187	73	72	145	82	86	168	58	54	112			
Manila	73	74	147	70	87	157	85	98	183	78	76	154	80	86	166	75	73	148			
Normal School	74	74	148	58	39	97	79	79	158	83	83	166	73	73	146	65	67	132			
Bataan	71	71	142	65	65	130	80	82	162	78	78	156	69	71	140	62	66	128			
Ilocos Norte	68	69	137	67	69	136	83	87	170	78	82	160	67	76	143	55	63	118			
Rizal	69	67	136	66	73	139	75	85	160	72	72	144	82	84	166	68	69	137			
Cebu	67	68	135	63	75	138	76	78	154	83	85	168	73	76	149	89	87	176			
C. L. A. S. ¹	65		65																		
Batangas	61	65	126	50	56	106	69	74	143	66	70	136	80	85	165	65	74	139			
Capiz	61	64	125	52	53	105	64	53	117	61	75	136	77	79	156	66	66	132			
Tarlac	63	60	123	54	73	127	47	44	91	82	79	161	85	73	158	73	74	147			
Cavite	60	62	122	51	63	114	73	56	129	75	74	149	71	77	148	63	66	129			
Laguna	58	61	119	55	64	119	65	48	113	61	66	127	62	65	127	66	63	129			
Camarines	59	59	118	50	56	106	71	67	138	65	68	133	82	85	167	68	68	136			
Palawan	59	59	118	43	49	92	51	58	109	41	42	83	82	81	163	73	71	144			
Tayabas	57	61	118	49	60	109	65	62	127	65	60	125	82	84	166	77	84	161			
Antique	56	61	117	45	56	101	68	49	117	63	72	135	74	81	155	71	79	150			
Pangasinan	58	57	115	48	49	97	68	44	112	59	59	118	64	62	126	73	73	146			
Bohol	57	56	113	49	67	116	59	36	95	41	54	95	68	76	144	63	74	137			
Ilocos Sur	56	59	115	50	49	99	59	51	110	63	53	116	65	65	130	56	64	120			
Occidental Negros	56	55	111	46	46	92	67	40	107	65	66	131	78	82	160	74	80	154			
Cagayan	54	55	109	45	49	94	66	61	127	70	66	136	73	73	146	68	69	137			
Trade School	55		55																		
Zambales	53	55	108	42	40	82	51	49	100	43	42	85	50	56	106	60	70	130			

54	54	54	46	46	62	66	43	46	63	64	68	88	80	82	63	63	63	83	79	78	62	63	72	75	57	55	77	81	
56	49	53	46	36	61	48	45	47	66	69	74	74	77	78	61	65	69	69	67	67	60	64	65	71	46	60	65	67	
53	52	52	43	44	56	59	30	27	41	38	61	61	79	77	69	64	73	73	73	71	61	63	77	79	71	67	73	69	
51	51	34	34	34	59	64	43	48	70	72	58	71	75	82	56	62	76	81	74	82	81	82	81	87	60	71	77	51	
50	47	49	31	34	49	46	38	33	48	47	48	45	60	58	50	50	74	68	60	62	79	53	49	67	49	67	68	85	
48	50	49	40	43	55	58	37	39	53	57	67	67	71	73	57	58	68	69	58	62	70	78	50	56	50	56	66	71	
48	49	49	37	31	51	53	33	37	51	55	47	60	77	79	54	52	73	77	58	61	81	87	49	56	51	56	81	83	
50	48	49	42	42	66	68	43	41	65	65	57	54	77	71	48	53	70	78	56	33	81	80	53	55	55	55	75	79	
49	47	48	38	37	52	52	51	71	70	53	57	62	69	78	83	80	76	60	61	76	76	80	75	80	75	89	92	92	
45	49	47	38	44	69	75	61	60	76	87	48	53	79	83	62	65	98	89	47	51	84	85	61	66	82	90	86	90	
47	47	47	39	41	70	67	32	32	55	53	63	66	87	87	58	57	79	68	72	71	91	87	55	59	75	76	76	76	
47	44	46	35	34	82	51	37	36	53	54	51	50	70	71	60	55	73	71	54	53	76	74	64	57	79	82	82	82	
47	42	45	60	67	68	74	51	50	71	71	75	80	84	68	70	77	79	66	68	75	83	53	53	57	59	58	58	58	
45	43	45	37	32	49	43	27	31	45	51	60	61	70	72	48	57	64	69	59	56	71	80	58	67	74	79	79	79	
44	44	44	30	33	40	43	33	36	60	69	54	56	62	69	47	49	71	76	49	51	63	67	44	43	68	74	74	74	
42	45	43	35	38	56	60	37	39	58	63	55	59	73	82	56	63	80	79	52	62	75	82	54	60	72	78	78	78	
42	41	42	32	33	49	48	33	39	51	63	52	72	82	93	43	52	62	85	57	42	65	58	45	37	70	71	71	71	
39	41	40	33	36	56	58	32	36	57	64	43	48	66	71	46	52	65	73	41	40	62	62	39	42	39	42	39	42	
39	38	38	29	30	43	47	23	30	46	60	54	70	68	45	41	60	52	55	53	67	60	48	64	63	63	63	63	63	
40	34	37	32	27	45	33	18	16	27	23	63	64	70	68	42	42	55	56	52	46	62	58	33	40	46	46	46	46	
36	35	36	29	28	48	53	36	34	44	46	53	56	62	68	44	63	67	84	53	78	61	98	58	62	79	70	70	70	
35	36	35	30	30	37	38	28	23	36	29	47	54	57	63	55	46	63	53	45	64	56	72	48	56	56	56	64	64	
34	37	35	27	30	49	52	23	23	46	43	44	45	70	69	37	38	60	52	44	33	69	75	35	42	39	42	39	42	
32	32	32	26	22	38	28	23	40	37	65	51	59	60	67	45	41	61	56	59	61	68	80	48	73	63	63	63	63	
32	16	26	24	12	38	15	37	14	38	15	48	53	65	87	66	56	65	70	51	64	67	70	67	67	68	75	90	90	
54	55	55	45	46	61	62	42	44	61	63	61	63	76	79	58	60	76	77	60	76	61	76	58	78	56	58	75	78	
Total		54	55	45	46	61	62	42	44	61	63	61	63	76	79	58	60	76	77	60	76	61	76	58	78	56	58	75	78

1 Central Luzon Agricultural School.

No. 7.—Percentages of Pupils Promoted—Continued

Division	Grade IV						Grade V						Grade VI						Grade VII					
	1919-20			1918-19			1919-20			1918-19			1919-20			1918-19			1919-20			1918-19		
	Annual Enrol-ment		Pupils Exam-ined	Annual Enrol-ment		Pupils Exam-ined	Annual Enrol-ment		Pupils Exam-ined	Annual Enrol-ment		Pupils Exam-ined	Annual Enrol-ment		Pupils Exam-ined	Annual Enrol-ment		Pupils Exam-ined	Annual Enrol-ment		Pupils Exam-ined	Annual Enrol-ment		Pupils Exam-ined
	Male	Female		Male	Female		Male	Female		Male	Female		Male	Female		Male	Female		Male	Female		Male	Female	
Nautical School	82	86	88	90	66	63	79	75	74	75	76	88	84	82	87	96	95	88	93	95	82	82	94	98
Union	86	88	91	92	75	76	91	93	76	91	93	71	93	81	90	93	88	93	83	89	91	91	91	94
Manila	83	74	89	80	66	65	78	78	72	71	64	77	84	77	84	90	96	85	84	88	94	77	73	89
Normal School	78	78	88	90	74	72	91	84	85	83	94	95	88	81	83	90	97	75	65	87	81	93	94	100
Bataan	58	58	69	68	60	63	73	74	59	62	73	69	64	70	63	76	80	68	71	62	69	70	80	85
Ilocos Norte	72	73	83	86	67	69	83	88	73	81	85	94	73	84	90	93	83	75	86	91	94	86	83	93
Rizal	70	67	81	81	62	66	79	82	66	72	84	86	64	64	73	82	88	71	81	82	77	88	87	90
Cebu	65	63	80	80	64	69	78	83	61	74	72	82	78	81	100	65	88	75	84	88	96	70	84	99
C. L. A. S. ¹	66	72	81	86	59	65	75	71	66	65	85	85	79	71	85	92	74	76	88	74	80	81	90	96
Batangas	62	63	81	73	70	63	84	86	71	70	76	80	74	73	86	83	86	74	83	86	82	76	81	90
Capiz	66	66	83	81	84	80	83	86	71	75	80	84	74	73	86	83	86	74	83	86	82	73	84	91
Tarlac	49	56	63	67	54	52	67	76	58	70	78	81	68	72	80	85	88	77	88	89	80	75	87	94
Cavite	34	35	73	75	71	72	87	91	55	59	84	80	68	73	86	90	90	84	88	97	95	81	97	100
Laguna	65	67	89	82	80	82	90	90	68	82	71	83	84	83	84	90	97	75	85	95	82	72	90	100
Camaringue	57	57	87	89	62	62	80	85	75	65	72	80	75	75	86	86	86	76	86	77	86	74	81	95
Palawan	59	77	88	85	59	55	64	58	75	65	72	80	80	73	76	86	86	65	76	83	87	84	91	98
Tayabas	60	52	68	69	49	55	64	58	64	76	82	80	44	60	58	73	88	65	53	70	62	62	69	83
Trinque	60	58	69	67	54	52	68	63	64	66	77	76	62	66	73	88	96	68	72	83	84	71	82	84
Pangasinan	51	54	63	67	41	54	68	72	66	68	75	76	64	68	90	88	84	76	69	82	90	60	73	79
Bohol	51	58	59	67	54	67	65	67	52	63	66	74	66	77	81	88	84	70	81	80	84	63	77	85
Ilocos Sur	57	58	67	67	41	53	68	73	61	65	82	79	71	75	89	90	88	72	77	83	79	72	78	81
Occidental Negros	48	51	53	57	51	64	62	78	51	55	87	70	83	71	80	88	41	66	59	66	77	63	73	86
Cagayan	64	63	74	73	55	66	74	63	59	65	86	94	71	74	94	98	98	86	83	92	96	70	66	98
Trade School	48	48	62	61	48	44	76	80	68	73	83	87	48	64	86	82	71	83	88	100	96	63	84	82
Zambales	64	63	74	73	55	66	74	63	59	65	86	94	71	74	94	98	98	86	83	92	96	70	66	98
Mindoro	48	48	62	61	48	44	76	80	68	73	83	87	48	64	86	82	71	83	88	100	96	63	84	82
Pampanga	64	62	71	72	51	49	68	84	67	59	61	78	78	77	82	89	93	65	72	77	82	77	80	91
Isabela	52	57	66	72	53	56	70	71	55	51	76	63	66	67	84	82	88	67	64	76	92	82	82	81

Nueva Vizcaya.....	60	71	68	81	32	38	51	57	82	76	94	80	38	45	60	66	85	84	98	88	54	51	81	59	98	93	98	96	32	67	67	80	
Batanes.....	57	53	66	69	37	37	61	52	69	76	80	80	42	42	70	62	85	93	90	93	53	10	79	20	92	100	96	100	45	100	65	100	
Iloilo.....	47	49	57	57	53	56	64	75	45	45	64	59	54	61	76	80	53	69	73	85	57	72	72	83	74	85	97	94	87	82	83	96	
Misamis.....	51	54	78	69	43	45	65	63	65	65	89	81	49	54	82	81	68	77	92	98	59	54	81	78	64	85	97	94	87	82	83	96	
Romblon.....	57	56	77	66	50	45	83	68	50	45	68	63	57	63	85	87	42	54	59	69	67	75	86	90	62	61	72	63	73	96	90	96	
Bulacan.....	57	59	68	73	64	65	82	83	54	57	59	76	68	72	89	89	68	77	81	86	76	88	90	98	76	83	85	92	80	93	96	100	
Albay.....	51	56	78	83	63	65	82	87	45	46	76	76	47	51	75	89	54	61	77	86	53	69	85	99	56	59	78	73	57	74	81	87	
Samar.....	53	51	61	61	53	45	85	69	51	49	78	67	52	49	70	63	51	62	76	76	59	65	79	79	55	59	70	67	64	56	82	61	
Nueva Ecija.....	52	56	73	79	61	66	75	80	69	77	85	86	73	74	86	87	79	82	93	92	84	84	90	87	76	84	84	89	83	82	92	93	
Abra.....	63	67	71	77	52	61	59	70	54	56	67	67	65	67	88	74	72	79	82	90	62	63	76	87	73	81	89	88	74	83	80	93	
Mountain.....	47	70	58	79	51	64	69	81	55	59	73	72	51	70	77	75	81	77	96	82	64	79	88	80	81	68	90	71	60	73	84	76	
Oriental Negros.....	55	56	70	72	43	41	71	57	65	73	80	87	52	54	85	89	74	78	87	90	53	50	89	86	86	52	94	94	63	72	93	96	
Sorsogon.....	52	57	74	77	46	59	62	79	51	61	81	87	54	64	83	88	54	68	77	92	58	58	72	75	52	62	76	76	59	59	88	61	
Zamboanga.....	41	38	57	65	56	45	57	72	47	55	62	73	44	53	65	69	68	72	82	83	51	50	64	63	81	72	92	100	57	58	65	70	
Leyte.....	29	44	58	65	34	41	52	58	41	50	67	69	39	46	64	75	63	64	88	84	46	55	69	71	61	66	85	80	45	53	65	63	
Cotabato.....	41	41	60	54	63	67	81	77	73	62	98	89	95	57	98	67	90	100	100	100	50	50	100	100	100	100	100	100	100	100	100	100	
Agusan.....	43	27	58	36	30	29	54	46	47	48	75	62	66	86	86	100	56	67	77	82	60	88	71	100	63	40	74	50	82	89	100	100	
Bukidnon.....	41	59	50	67	46	52	71	72	71	56	89	---	41	100	93	100	90	---	93	---	67	---	100	---	73	---	100	---	71	100	100	100	100
Davao.....	44	41	56	53	51	51	51	64	59	56	71	64	69	100	79	100	74	100	100	100	17	50	25	50	67	---	---	---	---	---	---	---	
Surigao.....	38	36	55	55	30	31	40	45	54	54	66	70	59	49	77	62	64	62	75	74	58	68	76	80	55	55	71	72	77	70	88	74	
Lanao.....	59	67	73	89	66	45	98	48	54	63	85	91	95	100	100	100	80	80	80	92	74	70	82	70	81	83	93	100	83	71	83	83	
Sulu.....	47	55	65	80	57	58	63	78	45	43	63	50	79	72	93	100	64	92	72	100	90	---	100	---	80	---	---	---	---	---	---	---	
Total.....	57	58	72	73	54	56	72	74	62	66	79	80	64	68	84	85	71	77	85	89	67	74	85	86	72	76	85	86	72	78	88	88	

1 Central Luzon Agricultural School.

[illegible]

¹ Central Luzon Agricultural School.

In Table 7 divisions are listed according to the percentages of pupils (of all grades) promoted, the percentages being figured on the basis of annual enrolment.

The gain in the percentage of pupils of all grades promoted was 3 per cent, which was about the average gain for each of the primary grades. In the intermediate grades there was a gain in the sixth grade only. In the secondary course there were gains in the first, second, and third years, the greatest gain occurring in the second year. In the fourth year there was little change.

Thirty-six school divisions promoted a larger percentage of pupils than during the previous year, and only 12 divisions promoted a smaller percentage.

No. 8.—*The Average Number of Pupils per Teacher*
 A table showing, by divisions and for the Islands, the average number of pupils per teacher, based on the monthly enrolment for September, 1920.

Division	Primary			Intermediate			Secondary			Total	
	Number of Pupils	Number of Teachers	Number of Pupils per Teacher	Number of Pupils	Number of Teachers	Number of Pupils per Teacher	Number of Pupils	Number of Teachers	Number of Pupils per Teacher	Number of Pupils	Number of Pupils per Teacher
Manila	24,360	587	41	8,225	230	36	2,287	63	36	34,872	880
Albay	6,467	128	43	2,447	80	30	1,164	4	4	6,598	162
Antique	18,111	469	44	2,223	72	31	292	12	24	20,437	42
Bataan	11,886	269	44	1,712	73	23	215	6	36	13,893	348
Batanes	4,451	102	44	714	27	26	135	3	46	5,300	40
Batangas	1,067	34	31	172	5	34	26	1	26	1,265	40
Bonhol	15,421	364	42	3,446	136	25	377	11	34	19,244	511
Bulacan	23,889	625	46	3,031	121	25	369	8	45	32,389	764
Bulacan	21,665	394	55	2,843	92	31	407	10	41	24,915	496
Cagayan	18,969	377	50	2,330	77	30	301	7	43	21,530	461
Camarines	16,606	344	48	1,880	71	26	381	9	42	18,867	424
Capiz	20,648	466	44	3,057	123	25	214	9	24	23,919	598
Cebu	14,356	321	45	2,137	83	26	302	8	38	16,795	412
Cebu	45,074	913	49	6,012	189	32	1,010	22	46	52,096	1,124
Central Luzon Agricultural School				257	2	129	599	11	54	856	13
Ilocos Norte	21,304	508	41	3,751	129	29	1,099	26	42	26,154	663
Ilocos Sur	22,498	442	51	3,345	118	28	972	25	39	26,815	585
Iloilo	36,641	729	50	4,472	174	26	1,040	34	31	42,153	987
Isabela	9,866	205	48	1,191	36	33	133	3	44	11,190	244
Laguna	19,036	413	46	3,144	135	23	402	12	33	22,582	560
Leyte	43,928	825	53	3,552	149	24	364	12	30	47,844	986
Mindoro	5,048	122	45	714	34	21	49	2	24	5,811	158
Misamis	17,746	346	51	1,254	38	33	77	4	19	19,077	388
Mountain	9,078	235	39	595	26	23	126	7	18	9,799	268
Nueva Ecija	22,417	485	46	2,476	79	31	284	9	32	25,177	573
Nueva Vizcaya	3,702	113	33	707	27	26	120	6	20	4,529	146
Occidental Negros	24,770	480	51	3,587	140	26	330	9	37	28,687	639
Oriental Negros	15,832	337	47	1,858	85	22	223	9	25	17,913	431
Palawan	5,180	113	46	682	22	31	80	3	26	5,942	138
Pampanga	14,927	324	46	2,216	78	28	412	11	37	17,555	413

Pangasinan	51,861	960	54	6,891	276	25	1,066	24	44	59,818	1,260	47
Rizal	17,006	357	48	2,402	86	28	326	10	33	19,734	1,463	44
Romblon	5,315	143	37	786	39	20	51	3	17	6,162	185	33
Samar	22,388	449	50	1,873	80	23	148	5	29	24,409	534	46
Sorsogon	17,917	319	56	1,238	42	29	165	7	23	19,320	368	53
Surigao	9,558	215	44	560	25	22	48	3	16	10,166	243	42
Tarlac	14,550	335	43	2,313	84	28	437	16	27	17,800	435	40
Tayabas	27,470	637	43	4,039	174	23	359	13	30	31,508	824	39
Union	16,404	374	44	8,999	113	35	546	12	46	20,549	499	42
Zambales	9,440	202	47	1,539	43	36	244	5	49	11,223	250	45
Normal School	286	4	72	300	28	9	574	44	13	1,160	48	24
Trade School				253			413	9	46	666	37	18
Nautical School							64	2	32		2	32
Total	711,328	15,019	47	98,724	3,591	27	17,261	509	34	827,313	19,119	43
Mindanao and Sulu:												
Agusan	7,041	139	51	302	13	23	21	1	2	7,364	156	48
Bukidnon ¹	6,648	134	50	232	9	26				6,880	143	48
Cotabato	4,441	162	27	169	9	16				4,610	171	26
Davao	7,599	196	39	236	15	16				7,835	210	37
Lanao	4,507	134	34	163	6	27				4,670	140	33
Sulu	7,529	142	53	167	11	15				7,696	153	50
Zamboanga	7,733	210	37	607	26	23	73	5	14	8,413	241	33
Grand total	756,826	16,135	47	100,600	3,680	27	17,355	515	34	874,781	20,330	43

¹ Grade II pupils on vacation during August and September, 1920; therefore, October, 1920, enrolment is given.

When compared with the figures for September, 1919, the figures for September, 1920, show that the average number of pupils per teacher in the primary grades had increased by 2; and in high-school classes, by 2. In the intermediate grades the average remained the same.

An improvement has been effected in the average number of pupils per teacher in a few provinces, but the number in many provinces is still too large. This is especially true in the primary grades. In the intermediate grades the average number of pupils per teacher is fairly satisfactory, whereas in some of the high schools the number is much too large.

No. 9.—*Classification of Teachers*

A table showing, by divisions and for the Islands, the number of American, Insular, provincial, and municipal teachers on duty at the close of the school year 1919-20.

Division	American										Filipino Insular																			
	Primary		Intermediate		Secondary		Academic Super-visors		Industrial Super-visors		Super-vising		Total		Primary		Intermediate		Secondary		Academic Super-visors		Industrial Super-visors		Super-vising		Total			
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male		
Manila	10	1	7	4	24	5	43	48					7	5	21	11	6	3											35	21
Abra				1	1	1	1	1							9	3	1	1											14	4
Albay		1		4	1	6	1	7						1	9	5	5	2											18	8
Antique				1		1	1	1					2		8	3	4	1											25	3
Bataan				1		1	1	1							8	2	3	1											16	2
Batanes																														
Batangas				2	2	2	2	4							13	4	1	1											26	9
Bohol				2	4	7	3	4					2	2	20	8	2	2											42	11
Bulacan				2	1	3	5	5					5	2	14	10	2	1											31	8
Cagayan				3	2	1	1	2					9	1	10	5	1	1											30	7
Camarines				3	2	1	1	2					1		10	5	1	1											27	7
Capiz				2	3	3	5	7					2		12	6	3	1											23	8
Cavite				1	3	2	3	3					7		7	7	1	1											20	9
Cebu	2	1	1	3	10	1	1	1					10		28	4	3	2											58	8
C. L. A. S. ¹				3	3	5	3	8					3		3		3												6	6
Ilocos Norte				4	8	4	8	12							8	1	7	5											23	8
Ilocos Sur				2	5	7	7	14					1	1	14	11	6	6											24	24
Iloilo				2	10	1	1	15					2	4	11	3	8	14											42	21
Isabela				3	4	4	4	4							10	3													18	3
Laguna				2	4	4	4	8					1		12	4	3	3											21	7
Leyte				3	3	1	3	11					6		27	3		2											47	5
Mindoro															8	4													17	4
Misamis				1	2			3					14	1	1	2													25	3
Mountain		2																											11	13
Nueva Ecija			3	3	1	3	2	5					4		3	4	1	2											20	10

Nueva Vizcaya.....	2	3	1	2	2	3	6	1	1	20	9	1	1	4	1	7	1												
Occidental Negros.....	2	2	1	1	3	3	6	1	1	14	9	1	1	13	1	36	10												
Oriental Negros.....	1	1	1	1	3	3	6	2	12	14	9	1	1	10	1	25	10												
Palawan.....	1	1	1	1	1	1	6	13	1	13	4	3	2	1	1	25	10												
Pampanga.....	2	4	1	1	1	1	7	13	1	13	4	3	2	1	1	37	10												
Pangasinan.....	3	7	1	1	1	4	12	15	32	32	10	4	1	14	1	72	8												
Rizal.....	2	5	1	1	1	2	5	7	9	9	5	2	1	7	1	27	5												
Romblon.....	2	2	1	1	1	2	2	2	1	4	3	1	1	5	1	19	4												
Samar.....	1	1	2	1	3	6	2	3	1	18	11	3	2	10	1	36	15												
Sorsogon.....	1	1	1	1	1	4	1	5	3	8	5	2	1	6	2	22	5												
Surigao.....	1	1	1	1	1	2	2	4	9	6	2	1	1	7	1	24	2												
Tarlac.....	1	5	1	1	1	1	5	6	1	7	4	1	1	9	1	28	2												
Tabayas.....	3	3	3	3	3	3	3	6	3	13	5	5	1	12	1	35	9												
Union.....	1	3	3	3	3	4	3	7	11	1	2	3	1	1	1	32	5												
Zambales.....	2	2	2	1	1	2	1	3	3	9	2	3	2	7	1	25	2												
Normal School.....	1	3	20	1	1	3	22	25	3	21	8	11	1	22	8	14	22												
Trade School.....	2	2	2	2	2	3	2	5	2	3	3	3	1	24	24	24	24												
Nautical School.....	2	1	1	1	1	2	1	3	4	1	3	1	1	10	10	31	41												
General Office.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1												
Total.....	16	8	15	88	147	10	5	6	3	16	1	128	187	315	162	36	464	168	99	68	18	2	47	46	322	6	1,113	326	1,439
Mindanao and Sulu:																													
Agutaya.....																													
Bulidnon.....																													
Cotabato.....																													
Davao.....																													
Lanao.....																													
Sulu.....																													
Zamboanga.....																													
Grand total.....	16	8	16	90	149	10	5	8	3	35	1	151	190	341	163	36	464	168	99	68	18	2	47	46	326	6	1,117	326	1,443

¹ Central Luzon Agricultural School.

No. 10.—*Attainments of Filipino Teachers*
 A table showing, by divisions and for the Islands, the scholastic attainments of all Filipino teachers employed during the school year 1919-20.

Division	Attainments										Examinations								
	Under First Year	Percentage Under First Year	First Year	Second Year	Third Year	Fourth Year	High-School Graduates	Philippine School of Arts and Trades	Philippine Normal School Graduates	A. B. University of the Philippines	High-School Teachers Certificate	B. S. in Education	U. S. Normal Graduates	Bachelor's Degree, U. S.	All Others	Total	Qualified Any Teacher Examination of Junior Grade	Qualified Senior Teacher Examination	Qualified Assistant Examination
Bataan			80	12	9	2	4	2	7	1	2	1	1		1	119	8	3	
Batangas			335	45	21	9	17	2	17						4	447	26	3	
Bohol			425	100	33	11	14		14		1				5	604	21	4	
Bulacan			291	61	16	2	31		26	2	1				4	434	16	3	
Cavite			258	31	17	5	10		21	2						344	11		
Cebu			681	131	38	13	27	2	18						7	912	20	2	
C. I. A. S. ¹				1					1					2		6		2	
Ilocos Sur			176	119	52	11	49	2	18	3	2		2		3	435	23	4	
Laguna			351	44	16	3	44	3	20	4					11	492	19		
Leyte			515	215	54	10	18	4	14	3					2	835	14		
Occidental Negros			444	61	17	9	22	2	4	1					2	562	12	1	
Oriental Negros			270	49	17	8	11	1	3						10	369	17	2	
Tayabas			461	71	44	15	44	5	17	1	3	1			12	674	12	2	2
Union			229	95	39	20	30	1	24	1		1			8	448	22	4	
Zambales			142	21	20	3	15	2	15	1			2		2	223	10	2	
Pangasinan	2	2	486	268	79	11	91	4	34	1	5	2	1		7	990	45	1	
Camarines	1	1	287	32	11	2	10	2	9	1					1	356	16	1	
Tarlac	1	1	201	70	24	7	41		20	1	2				1	368	17	3	
Abra	1	1	42	51	23	1	10		8	1					1	138	7	1	
Pampanga	4	1	242	43	19	7	18	9	30	4	1				1	378	19	4	
Rizal	4	1	254	34	17	3	6	3	27	3	2		1		2	356	11	5	
Samar	6	1	374	40	15	1	4	4	8						5	457	11	4	
Albay	8	2	252	84	19	8	23	1	9		1					405	10		
Cagayan	3	2	227	77	14	6	32	1	11	1						381	16		1
Ilocos Norte	11	2	297	116	25	3	31	4	23	7				1	3	524	42	2	

Iloilo.....	20	2	511	148	50	16	71	9	6	2	1	2	886	35	8
Palawan.....	2	2	65	23	7	4	4	1	1	1	1	1	102	21	1
Batanes.....	1	3	23	6	2	2	2	10	1	1	1	1	37	1	1
Capiz.....	17	3	366	45	28	3	24	10	1	1	1	6	507	13	1
Manila.....	33	4	141	130	73	39	86	204	21	5	3	35	779	111	22
Sorsogon.....	12	4	194	82	23	5	1	4	3	3	3	3	327	14	1
Mindoro.....	7	5	17	17	1	2	3	10	2	2	1	2	137	3	2
Mountain.....	16	5	193	64	25	3	4	14	1	4	1	2	320	4	3
Normal School.....	1	5	4	1	2	1	7	7	4	2	7	2	22	3	2
Antique.....	19	7	161	48	24	3	6	2	9	2	2	2	274	13	3
Isabela.....	15	7	123	39	19	9	14	1	5	1	1	1	225	6	1
Nueva Ecija.....	33	7	253	85	33	5	23	22	3	3	1	1	459	10	1
Lanao.....	11	9	74	28	4	4	1	1	1	1	1	1	117	1	1
Cotabato.....	16	12	70	43	6	2	1	1	1	1	1	1	139	2	1
Nueva Vizcaya.....	18	12	60	48	13	2	7	2	1	1	1	1	150	4	1
Surigao.....	25	12	133	32	8	5	5	4	4	1	1	2	216	6	2
Davao.....	28	13	70	88	17	3	5	1	2	1	4	4	214	4	4
Romblon.....	23	13	112	16	11	1	7	1	1	1	1	2	177	5	1
Sulu.....	17	14	57	26	11	2	2	2	2	1	1	1	118	6	1
Agusan.....	20	15	71	28	15	1	1	2	2	1	1	1	138	6	1
Misamis.....	52	18	160	35	20	6	1	4	1	1	4	4	283	7	1
Trade School.....	5	21	5	2	3	2	1	3	1	1	1	1	24	5	1
Bukidnon.....	29	24	64	20	4	1	2	1	1	1	1	1	120	1	1
General Office.....	10	24	22	6	1	1	1	1	1	1	1	1	41	1	1
Zamboanga.....	56	26	91	20	10	2	9	2	9	1	1	15	215	2	1
Total.....	532	3	10,435	2,951	1,049	277	879	77	720	79	28	6	17,234	703	100
															3

¹ Central Luzon Agricultural School.

When compared with statistics for the school year 1918-19, these figures show the percentage of teachers under first-year attainments to be 2 per cent less. The figures also show larger percentages of teachers who are of higher attainments. The rate of increase in the number of teachers who are high-school graduates was 25 per cent and the rate of increase in the number of teachers who are graduates of the Philippine Normal School was 28 per cent. There was a slight decrease in the number of teachers employed who qualified in one of the junior-teacher examinations.

No. 11.—Average Monthly Salaries of Filipino Municipal Teachers

A table showing, by divisions and for the Islands, the number of municipal teachers, regular and temporary, and their average monthly salaries, March, 1920.

Division	Regular		Temporary		Total	
	Number of Teachers	Average Salary	Number of Teachers	Average Salary	Number of Teachers	Average Salary
Manila.....	321	73.40	402	56.13	723	63.80
Abra.....	79	35.22	41	33.78	120	34.73
Albay.....	165	34.86	214	28.25	379	31.60
Antique.....	177	35.08	69	32.04	246	34.23
Bataan.....	90	38.58	11	35.08	101	38.20
Batanes.....	3	25.33	29	23.24	32	23.44
Batangas.....	326	35.40	86	31.09	412	34.50
Bohol.....	413	35.11	138	33.16	551	34.50
Bulacan.....	271	38.48	118	33.58	389	36.99
Cagayan.....	214	36.66	130	33.33	344	35.40
Camarines.....	253	40.16	69	36.53	322	39.39
Capiz.....	296	35.31	180	31.08	476	33.71
Cavite.....	253	37.86	62	35.45	315	37.38
Cebu.....	584	38.36	262	32.41	846	36.51
Ilocos Norte.....	469	32.94	24	27.33	493	32.68
Ilocos Sur.....	227	37.90	164	33.75	391	36.16
Iloilo.....	368	38.51	405	33.33	773	35.80
Isabela.....	171	39.23	33	34.55	204	38.47
Laguna.....	296	39.99	168	34.39	464	37.96
Leyte.....	266	41.38	517	35.42	783	37.45
Mindoro.....	63	29.45	53	27.17	116	28.41
Misamis.....	47	36.79	208	33.49	255	34.10
Mountain.....	177	47.14	130	40.88	307	44.81
Nueva Ecija.....	226	41.76	203	35.42	429	38.76
Nueva Vizcaya.....	42	40.11	100	31.02	142	33.71
Occidental Negros.....	332	40.33	184	36.23	516	39.06
Oriental Negros.....	300	34.35	34	42.21	334	35.15
Palawan.....	54	35.24	20	29.80	74	33.77
Pampanga.....	238	40.67	93	36.05	331	39.38
Pangasinan.....	596	37.26	314	33.09	910	35.82
Rizal.....	310	39.61	14	47.21	324	39.94
Romblon.....	34	39.04	127	34.31	161	35.31
Samar.....	189	32.84	217	31.38	406	32.06
Sorsogon.....	183	41.53	117	35.38	300	39.13
Surigao.....	143	34.04	47	33.68	190	33.95
Tarlac.....	295	34.21	43	34.00	338	34.18
Tayabas.....	462	37.74	168	32.22	630	36.27
Union.....	285	36.87	126	35.24	411	36.37
Zambales.....	100	34.93	96	31.05	196	33.03
Total.....	9,318	38.74	5,416	35.34	14,734	37.49

No. 11.—*Average Monthly Salaries of Filipino Municipal Teachers*—Continued

Division	Regular		Temporary		Total	
	Number of Teachers	Average Salary	Number of Teachers	Average Salary	Number of Teachers	Average Salary
Mindanao and Sulu:						
Agusan	55	47.27	83	40.14	138	42.96
Bukidnon	68	50.88	52	37.11	120	44.91
Cotabato	137	44.65			137	44.65
Davao	213	41.59	1	25.00	214	41.50
Lanao	104	44.50	13	34.23	117	43.36
Sulu	117	48.12	1	40.00	118	48.04
Zamboanga	164	41.30	49	36.04	213	40.09
Grand total	10,176	39.21	5,615	35.41	15,791	37.86

No. 12.—*Percentages of Filipino Municipal Teachers Receiving Certain Monthly Salaries*

A table showing, by divisions and for the Islands, the percentages of Filipino municipal teachers receiving certain salaries as fixed by 1921 budgets.

Division	Per Cent Receiving \$40 or More	Less than \$40		\$40 to \$44.99		\$45 to \$49.99		\$50 to \$54.99		\$55 to \$59.99		\$60 to \$64.99		\$65 to \$69.99		\$70 and More		Total Number of Teachers
		Number of Teachers	Percentage	Number of Teachers	Percentage	Number of Teachers	Percentage	Number of Teachers	Percentage	Number of Teachers	Percentage	Number of Teachers	Percentage	Number of Teachers	Percentage	Number of Teachers	Percentage	
Manila	100	1	1	75	36.4	76	36.9	194	24.5	52	6.6	119	15.0	36	4.6	390	49.2	792
	100	75	75	64.0	21	18.0	15	13.0	13	6.3	4	2.0	6	2.9	7	3.4	206	
	100	1	.4	137	56.6	58	23.9	22	9.1	7	2.9	10	4.1	3	1.3	1	1.0	118
	100	333	59.7	104	18.6	109	17.8	60	9.8	20	3.6	22	3.9	13	2.3	12	2.2	242
	100	393	64.2	109	17.8	101	13.0	101	26.0	34	5.6	11	1.8	4	.6	1	.2	558
Occidental Negros	100	12	3.0	51	13.0	306	39.0	75	9.0	103	28.0	73	13.0	33	9.0	7	2.0	612
	100	306	39.0	24	14.0	36	22.0	16	9.0	48	6.0	35	4.0	15	2.0	11	1.0	794
	97	5	3.0	30	30.0	24	14.0	36	22.0	16	9.0	21	13.0	3	2.0	10	7.0	165
	91	15	8.6	30	17.1	37	21.2	52	29.7	19	10.9	10	6.7	2	1.1	10	5.7	175
	89	41	11.4	191	53.3	68	18.9	19	5.3	19	5.3	8	2.2	5	1.4	8	2.2	359
Sorsogon	88	50	12.4	250	61.9	60	14.9	30	7.4	5	1.2	6	1.5	1	.2	2	.5	404
	87	9	13.0	45	65.0	4	6.0	11	16.0	19	13.1	5	3.4	9	6.2	16	11.0	69
	85	21	14.5	23	15.9	28	19.3	24	16.6	12	6.0	3	1.0	5	2.0	7	3.0	145
	84	34	16.0	36	17.0	75	35.0	42	20.0	19	10.9	10	6.7	2	1.1	10	5.7	214
	83	29	17.0	60	36.0	37	22.0	23	14.0	2	1.0	7	4.0	1	1.0	9	5.0	168
Cotabato	82	30	18.3	120	73.2	7	4.2	6	3.6	15	3.0	9	2.0	5	1.0	4	1.0	184
	75	125	25.0	248	50.0	53	11.0	36	7.0	15	3.0	9	2.0	5	1.0	4	1.0	495
	73	30	27.0	42	38.0	27	24.0	5	5.0	5	5.0	1	1.0	1	1.0	4	1.0	110
	73	114	27.0	188	44.0	48	11.0	26	6.0	19	5.0	11	3.0	14	3.0	6	1.0	426
	66	50	34.0	79	54.0	10	7.0	8	5.0	2	1.0	3	.9	2	.6	2	.6	147
Mindoro	59	133	41.2	151	46.8	20	6.2	12	3.7	2	.6	3	.9	2	.6	2	.6	323
	57	201	43.0	105	23.0	80	17.0	50	11.0	10	2.0	14	3.0	3	.7	1	.3	464
	56	99	43.9	38	16.8	38	16.8	33	14.6	3	1.3	7	3.1	3	1.3	5	2.2	226
	55	233	45.0	140	27.0	65	12.0	39	7.0	23	4.0	11	2.0	10	2.0	2	1.0	523
	55	269	45.2	218	36.6	45	7.6	29	4.9	5	.8	19	3.2	2	.3	8	1.4	595
Oriental Negros	54	102	46.4	88	40.0	14	6.4	41	18.8	4	1.8	3	.6	1	.3	1	.4	220
	48	119	52.4	65	28.6	17	7.6	16	7.1	5	1.3	6	2.6	3	1.3	3	1.3	227
	46	321	54.0	129	22.0	60	10.0	39	7.0	17	3.0	13	2.0	7	1.0	7	1.0	592
	46	592	55.2	270	25.2	117	11.0	61	5.6	17	1.6	7	.6	2	.2	6	.6	1,072
	45	592	55.2	270	25.2	117	11.0	61	5.6	17	1.6	7	.6	2	.2	6	.6	1,072

Levte.....	42	549	57.0	248	98.0	84	9.0	43	5.0	15	2.0	8	1.6	1	1.2	948
Iloilo.....	39	539	61.5	134	15.3	77	8.8	70	7.9	22	2.5	14	1.6	17	1.9	877
Batanes.....	35	280	62.5	11	84.4	1	3.1									92
Bulacan.....	37	286	68.0	93	20.0	43	3.0	28	6.0	7	2.0	8	3.5	4	2.0	457
Zambales.....	35	152	63.0	26	11.0	18	8.0	16	6.0	8	3.5				1	233
Cagayan.....	81	303	69.0	91	20.7	26	6.0	11	2.5	6	1.4	2	4			439
Cavite.....	31	259	68.7	50	15.3	39	10.3	12	3.2	9	2.3	7	1.9			377
Ilocos Sur.....	27	384	72.8	68	12.6	42	7.8	25	4.8	9	1.6	1	2		1	541
Nueva Vizcaya.....	26	87	73.8	3	21.2	3	2.6	1	3.8	1	1.8	1	8			118
Tarlac.....	25	304	76.0	55	12.0	25	7.0	14	3.0	4	1.0	3	1.0			406
Union.....	25	347	75.3	62	13.4	27	5.9	22	4.8	1	2	2	4			461
Pangasinan.....	24	388	75.5	139	12.0	70	6.0	45	4.0	25	2.0	2	.8	2	1	1,174
Sanar.....	23	380	77.0	67	14.0	29	6.0	6	1.0		1.0	2		1	.2	491
Bonol.....	19	577	80.8	106	14.9	26	3.6	4	1.6	1	.1					714
Ilocos Norte.....	14	546	86.3	49	7.7	10	1.5	11	1.7	4	.7	8	1.3	2	.3	633
Misamis.....	13	347	87.2	38	9.5	12	3.1			1	.2					398
Total.....	55	8,601	44.6	5,161	26.8	2,191	11.3	1,463	7.6	613	3.2	500	2.6	210	1.1	19,285

The data below show the improvement in the salaries of municipal teachers between January, 1920, and January, 1921:

January, January,
1921 1920

Percentage of teachers receiving—
 Less than ₱40.....
 ₱40 to ₱44.99.....
 ₱45 to ₱49.99.....
 ₱50 to ₱54.99.....
 ₱55 and more.....

44.6 78.1
 26.8 8.9
 11.4 4.7
 7.6 3.8
 9.6 4.5

In January, 1921, 7 divisions reported ₱40 a month as the minimum salary for municipal teachers, whereas in January, 1920, only 1 division reported ₱40 as the minimum salary.

No. 13.—*Libraries*

A table showing, by divisions and for the Islands, the number of schools, the number of schools with libraries, the number of books and pamphlets contained in them, the number of newspaper and magazine subscriptions, and the number of persons using the libraries, 1920.

Division	Number of Schools			Number of Libraries			Number of Books December 31, 1920		
	Elementary		Second- ary	Elementary		Second- ary	Elementary		Total
	Central	Barrio		Central	Barrio		Central	Barrio	
Manila.....	38	---	3	32	---	3	20,345	---	29,078
Abra.....	25	58	1	16	---	---	1,800	121	3,807
Albay.....	44	148	3	21	3	2	3,583	178	1,886
Antique.....	24	83	1	108	35	1	3,489	585	2,641
Bataan.....	18	14	2	34	5	2	2,736	102	2,275
Batanes.....	9	6	1	4	---	---	748	---	6,349
Batangas.....	43	103	2	16	---	1	7,008	335	1,942
Bohol.....	65	215	1	28	21	1	6,665	45	778
Bulacan.....	43	140	1	38	3	1	7,008	45	10,264
Cagayan.....	46	132	1	32	19	1	7,236	260	8,776
Camarines.....	59	125	2	23	23	1	4,893	391	10,025
Capiz.....	49	144	1	39	5	2	2,324	75	6,784
Cavite.....	36	62	2	30	98	2	5,172	2,063	4,102
Cebu.....	90	287	2	25	25	2	5,857	2,424	9,047
Central Luzon Agricultural School.....	1	---	1	62	12	1	10,428	914	2,678
Ilocos Norte.....	35	164	2	1	---	1	32	---	2,452
Ilocos Sur.....	56	146	3	19	29	2	6,845	429	13,982
Iloilo.....	58	235	1	31	40	3	13,948	866	3,808
Isabela.....	21	70	1	35	72	1	9,854	3,266	19,182
Laguna.....	51	66	1	92	13	1	4,273	308	18,248
Leyte.....	81	320	2	29	13	1	10,321	308	6,170
Mindoro.....	27	46	1	48	57	1	10,367	1,027	12,552
Misamis.....	28	116	1	13	8	1	1,788	2,564	13,958
Mountain.....	39	105	2	16	31	1	2,871	686	3,183
Nueva Ecija.....	48	167	1	20	22	2	3,974	1,137	3,123
Nueva Vizcaya.....	18	23	2	27	37	1	3,181	737	4,204
Ocidental Negros.....	50	129	1	13	23	2	1,155	773	2,565
Oriental Negros.....	44	115	2	25	25	2	5,962	746	1,581
Palawan.....	19	55	1	18	3	2	1,535	83	1,643
Pampanga.....	42	87	1	13	6	1	1,023	109	3,200
				23	12		6,026	312	2,265
				130					9,047

Pangasinan	314	2	403	49	25	1	75	20,876	561	3,521	24,938
Rizal	70	1	116	26	8	1	34	5,315	230	2,320	7,865
Romblon	38	1	55	3	8	1	18	3,861	327	1,940	1,968
Samar	153	2	275	34	60	2	36	3,861	965	1,860	6,220
Sorsogon	129	2	167	24	2	2	28	2,675	45	1,555	4,276
Surigao	101	1	124	15	41	1	57	1,558	524	1,213	3,395
Tarlac	113	1	145	20	85	1	176	4,385	1,618	1,830	7,833
Tayabas	178	2	247	34	29	2	116	10,066	468	3,076	13,487
Union	73	2	109	20	45	1	66	10,080	1,608	1,865	13,613
Zambales	50	1	76	15	8	1	19	2,489	177	1,555	4,021
Normal School	2	1	3			1	1			7,470	7,470
Trade School	1	1	2			1	1			2,408	2,408
Nautical School		1	1								
Total	1,628	63	6,277	972	1,010	57	2,039	224,559	22,654	99,789	347,002
Mindanao and Sulu:											
Agusan	13	1	83	3		1	4	345		388	783
Bukidnon	6		84	5	2		7	211	24		236
Cotabato	3		87	2			2	83			83
Dayao	14		126	1	1		2	173	20		193
Lanao	4		62	1	1		2	227	87		314
Sulu	4		60	2			2	1,098			1,098
Zamboanga	10	1	97	1		1	2	34		1,443	1,477
Grand total	1,682	65	6,876	987	1,014	59	2,060	226,730	22,785	101,620	351,135

No. 13.—Libraries—Continued

Division	Number of Pamphlets December 31, 1920				Total Number of Books and Pamphlets				Number of Books Acquired in 1920			
	Elementary		Second- ary	Total	Elementary		Second- ary	Total	Elementary		Second- ary	Total
	Central	Barrio			Central	Barrio			Central	Barrio		
Manila.....	1,528	—	4,610	6,138	21,873	—	13,843	35,216	5,048	—	482	5,530
Abra.....	466	—	306	772	2,266	121	2,192	4,579	7	—	180	114
Albay.....	1,252	15	698	1,965	4,835	193	3,339	8,367	342	20	107	542
Antique.....	274	57	550	881	3,763	642	2,825	7,230	282	237	205	626
Bataan.....	647	53	200	905	3,383	160	2,142	5,685	332	74	—	611
Batanes.....	58	—	20	78	806	—	50	856	14	—	—	14
Batangas.....	2,217	—	572	2,789	9,225	335	3,493	13,063	240	67	54	361
Bohol.....	2,471	—	30	2,501	9,136	45	2,096	11,277	514	24	62	600
Bulacan.....	1,981	24	227	2,232	9,217	284	2,756	12,257	672	75	31	778
Cagayan.....	1,722	107	200	2,029	6,615	498	1,700	8,813	1,389	10	47	1,446
Camarines.....	909	5	310	1,224	3,233	80	2,013	5,326	409	5	269	683
Capiz.....	1,296	467	301	2,064	6,468	2,530	2,113	11,111	680	122	31	833
Cavite.....	2,057	—	66	2,123	7,914	424	2,744	11,082	776	27	82	885
Cebu.....	4,410	10	212	4,632	14,838	924	2,654	18,426	552	914	145	1,611
Central Luzon Agricultural School.....	50	—	100	150	82	—	898	980	32	—	166	198
Ilocos Norte.....	946	70	300	1,316	7,791	499	6,108	14,398	732	202	196	1,130
Ilocos Sur.....	585	41	260	886	14,503	907	4,628	20,088	1,821	208	410	2,439
Iloilo.....	1,454	597	103	2,154	11,308	3,863	5,231	20,402	1,776	971	307	3,054
Isabela.....	1,086	399	294	1,779	5,359	1,373	7,949	14,084	1,661	232	76	1,955
Laguna.....	1,984	—	—	1,984	11,306	—	2,471	14,084	1,661	19	100	1,780
Leyte.....	1,940	88	200	2,228	12,307	1,115	2,764	16,186	839	172	647	1,658
Mindoro.....	1,445	186	690	2,321	3,233	458	1,813	5,504	440	79	47	566
Misamis.....	321	27	85	433	2,692	723	1,222	4,637	453	250	42	745
Mountain.....	202	18	986	1,156	1,554	323	1,834	3,711	207	173	87	467
Nueva Ecija.....	419	27	377	823	3,600	764	1,968	6,322	666	263	2	931
Nueva Vizcaya.....	201	83	343	627	1,856	856	1,986	4,198	180	162	170	512
Occidental Negros.....	1,366	20	450	1,836	7,328	766	2,750	10,844	1,346	55	155	1,606
Oriental Negros.....	745	—	294	1,039	2,280	83	1,876	4,239	499	—	—	554
Palawan.....	233	54	90	377	1,256	163	1,223	2,642	102	15	49	166
Pampanga.....	1,314	84	511	1,909	7,340	396	3,220	10,956	480	138	34	652
Pangasinan.....	4,308	—	493	4,801	25,184	561	4,014	29,769	5,913	94	1,298	7,305
Rizal.....	830	186	50	1,016	6,145	366	2,370	8,881	1,430	54	191	675
Romblon.....	863	—	64	927	1,734	169	1,004	2,897	140	—	42	182
Samar.....	1,370	420	567	2,357	5,277	1,373	1,927	8,577	917	615	424	1,956
Sorsogon.....	424	—	155	579	3,099	—	1,710	4,809	226	—	34	260

Surigao.....	201	274	494	1,859	543	1,487	3,889	649	256	352	1,257
Tarlac.....	497	20	713	4,822	1,874	3,350	8,545	836	880	80	1,896
Tayabas.....	1,743	345	2,090	11,749	1,874	3,451	15,546	1,833	231	219	2,403
Union.....	638	276	1,164	10,685	1,894	2,203	14,777	374	349	129	862
Zambales.....	602	32	1,028	3,091	1,809	1,749	5,049	561	106	55	721
Normal School.....		4,500	4,500			11,970	11,970			1,419	1,419
Trade School.....		98	98			2,506	2,506			133	133
Nautical School.....											
Total.....	45,955	3,600	70,648	270,514	26,209	120,882	417,605	35,217	6,923	8,666	50,806
Mindanao and Sulu:											
Agusan.....	181	60	241	526		448	974	9		88	97
Bukidnon.....				211	24		295	31	24		56
Cotabato.....	186		186	293			269	2			2
Davao.....	53		53	226	20		248	58	20		78
Lanao.....	4		4	231	87		318	8	87		96
Sulu.....	70		70	1,168			1,168	181			181
Zamboanga.....		175	175	34		1,618	1,632			79	79
Grand total.....	46,449	21,323	71,377	273,179	26,340	122,948	422,467	35,506	7,054	8,833	51,393

No. 13.—*Libraries*—Continued

Division	Number of Books Transferred from Bureau of Education to Provincial and Municipal Accounts				Newspaper Subscriptions				Educational-Magazine Subscriptions				Other Magazine Subscriptions			
	Elementary		Second-ary	Total	Elementary		Second-ary	Total	Elementary		Second-ary	Total	Elementary		Second-ary	Total
	Barrio				Barrio				Barrio				Barrio			
	Central	Barrio			Central	Barrio			Central	Barrio			Central	Barrio		
Manila	1,514			1,514	62		22	84	131		23	154	45		43	88
Abra	274	6		280	49		2	4	4			5	1		12	13
Albay	503			503	25		13	62	33	2	5	40	17		12	29
Antique	423		18	441	28		7	44	16	4	4	44	6	15	7	28
Bataan	448		45	493	11	7	5	23	13	1	1	15	4		18	22
Batanes	81			81	7			7	10			10	3		1	4
Batangas	1,223		17	1,240	31	12	4	47	24	2	5	31	11	1	18	30
Bohol	437		12	449	60	46	4	64	46		3	49	49		7	66
Bulacan	444		16	460	44	2	4	50	42		1	56	23	1	10	34
Cagayan	436		18	454	56	4	3	63	36	2	2	40	12		7	19
Camarines	35		247	282	9		13	22	18		2	20	17		26	43
Capiz	190	51	14	255	89	31	3	123	53	42		95	17	2	12	31
Cavite	143		23	166	14		2	16	32		1	33	15		7	31
Cebu			41	41	71	7	4	82	48	14	3	65	17	5	14	36
Central Luzon Agricultural School					2			2	3		1	4	3			3
Ilocos Norte	1,714			1,714	47	11	10	68	31	4	9	44	13	2	31	46
Ilocos Sur	1,193		162	1,355	47	14	16	77	36	6	4	46	16		19	35
Iloilo	1,625	32	90	1,747	159	29	7	195	49	28	14	91	33	5	22	60
Isabela	504		5	509	5	1	3	9	14	11	1	26	10		3	13
Laguna	1,073		61	1,134	67	5	3	75	73	12	7	92	27	13	12	52
Leyte	133		30	163	127	38	3	168	91	55	1	147	57	22	17	96
Mindoro					15	8	14	37	39	45	8	92	6	8	6	20
Misamis	143			143	16	9	2	27	17	5	1	23	17		9	26
Mountain	90		15	105	1		4	5	22	9	3	34			15	15
Nueva Ecija	1,159		21	1,180	48	6	2	56	29	11	2	42	22	27	15	64
Nueva Vizcaya			1	1	12	3	6	21	5		2	9	4	2	3	9
Occidental Negros	193		29	222	69		18	87	41	3	18	62	8	1	2	11
Oriental Negros	77			77	72		8	80	68		3	71	10		5	15
Palawan	140		4	144	1		3	4	5			6			4	4
Pampanga	314			314	15	2	1	18	38	20	2	60	20		9	29
Pangasinan	6,236		1,945	8,181	40		30	70	46	5	6	57	21	1	24	46
Rizal	127		177	304	27	4	3	34	34	6	19	59	45	5		50

Romblon.....	228	17	245	8	6	5	19	15	10	2	27	2	2	4	8
Sanar.....	45	204	204	92	12	9	113	72	9	5	86	60	19	19	79
Sorsogon.....	45	19	64	28			33	20		9	29	17	24	41	
Surigao.....	445	325	770	11	1	6	18	11		9	20	4	11	15	
Tarlac.....	280	1	291	15			23	20		2	22	3	14	33	
Tayabas.....	184	195	389	73	1	7	81	43	1	7	51	23	23	46	
Union.....	811	15	826	29	17	4	50	8	6	2	11	2	5	7	
Zambales.....	111	110	1,655	28	14	4	46	12	5		17	5	4	12	
Normal School.....						5	5			16	16		35	35	
Trade School.....						4	4			1	1		12	12	
Nautical School.....															
Total.....	23,006	215	5,387	1,587	251	278	2,116	1,343	335	212	1,890	655	131	541	1,327
Mindanao and Sulu:															
Agrisan.....		216	216	1		5	6	3		3	6			4	4
Bukidnon.....															
Cotabato.....	6		6	1			1	7			7	250			250
Davao.....	142		142	3			3	1			1	1			
Lanao.....								2			2				
Sulu.....				9			9	7			7	9			9
Zamboanga.....						2	2			1	1		14	14	
Grand total.....	23,154	215	5,603	1,601	251	285	2,137	1,363	335	216	1,914	914	131	559	1,604

No. 13.—Libraries—Continued

Division	Number of Persons Using the Libraries										Number of Libraries Used by the People of the Community			
	Total Newspaper and Magazine Subscriptions					Teachers and Pupils					All Others			
	Elementary			Total	Second-ary	Elementary			Total	Second-ary	Elementary			Total
	Central	Barrio	Elementary			Central	Barrio	Elementary			Central	Barrio	Elementary	
Manila.....	238	7	88	326	2,746	23,862	105	2	26,608	150	2	14	152	45
Alba.....	99	2	15	116	724	1,205	881	67	2,034	287	43	1	727	18
Albay.....	50	26	30	106	605	6,414	2,071	430	7,900	3	15	2	144	4
Antique.....	28	8	20	56	2,990	2,530	447	95	5,488	3	4	2	44	12
Bataan.....	20		24	44	304	2,530	447	41	3,281		8			
Batanes.....	64	15	1	80	28	546		15	574				15	
Batangas.....	155		27	182	735	8,761	2,093	260	11,589	8	12		268	12
Bohol.....	109	16	14	139	90	7,690	90	156	8,334	3	9		213	9
Bulacan.....	104	6	15	125	455	8,540	1,202	235	10,197	45	4		280	4
Cagayan.....	44		12	56	412	6,559	1,553	138	8,524	30	4	1	208	9
Camarines.....	159	75	41	275	645	7,846	620	263	9,111	28	2	2	291	4
Capiz.....	61	1	15	77	249	9,072	4,746	376	14,067	6	14	16	525	30
Cavite.....	136	26	10	172	356	6,104	2,171	162	8,631	20	2		162	2
Cebu.....	8		21	29	1,050	14,399	1,230	726	16,679	47	15	3	793	18
Central Luzon Agricultural School.....			1	1	700	287			987	4			4	
Ilocos Norte.....	91	17	50	138	800	6,978	1,530	150	9,308	10	11	1	160	14
Ilocos Sur.....	99	20	39	138	765	8,453	1,675	520	10,793	29	4	2	626	19
Iloilo.....	241	62	43	346	1,237	15,372	5,692	550	22,901	77	12	5	667	19
Isabela.....	29	12	7	48	257	3,072	2,297		26	26				
Laguna.....	167	30	22	219	529	12,321	957	353	13,807	100	12	1	455	14
Leyte.....	275	115	21	411	390	10,448	2,288	708	13,126	114	17	9	832	26
Mindoro.....	60	61	28	149	200	2,986	540	60	3,726	8	85	2	236	7
Misamis.....	50	14	12	76	400	2,393	1,275	30	4,068	30	3			3
Mountain.....	23	9	22	54	541	1,475	1,104	4	3,120	7	2			3
Nueva Ecija.....	99	44	19	162	500	8,018	3,142	56	11,660		6		56	6
Nueva Vizcaya.....	21	7	18	46	616	1,240	873	71	2,729	50	8	15	145	24
Occidental Negros.....	118	4	38	160	1,228	9,218	961	155	11,407	1	7		1,405	7
Oriental Negros.....	150		16	166	874	3,046	213	186	3,046	50	2		236	3
Palawan.....	5	2	7	14	105	1,559	347	17	2,011	20	3		37	4
Pampanga.....	73	22	12	107	466	11,643	1,564	9	13,673		2		9	2

Pangasinan	107	6	60	173	18,111	3,462	1,746	23,319	792			792	17		1	18
Rizal	106	15	22	143	6,000	1,086	770	7,806	727			727	1			1
Romblon	25	18	11	54	1,576	866	300	2,742	5			10			1	1
Samar	224	21	33	278	12,470	3,000	434	15,904	640			720	19	4	2	25
Sorsogon	66		38	103	4,409	135	400	4,944	60			76	2			2
Surigao	26	1	26	53	2,038	1,104	193	3,385	49			52				2
Tarlac	38	16	24	78	7,741	6,207	425	14,373	74			142	3			2
Tayabas	139	12	37	178	13,434	1,890	739	16,063	666			701	14		2	19
Union	34	23	11	68	10,636	6,089	500	17,225	288			378	10		1	11
Zambales	46	22	8	75	3,641	6,303	362	4,306	67			97	7			8
Normal School			56	56			864								1	4
Trade School			17	17			800									
Nautical School																
Total	3,582	718	1,081	5,331	284,196	65,659	26,231	376,086	9,379	1,015	2,199	12,593	286	84	26	396
Mindanao and Sulu:																
Agusan	4		12	16	500		215	715	52			68	1		1	2
Bukidnon					355	80		435								
Cotabato																
Davao	4			4	140	83		173								
Lanao	2			2	221	70		291	35			35				
Sulu	25			25	164			164	45			45	2			2
Zamboanga			17	17	112		400	512								
Grand total	3,617	718	1,060	5,395	285,688	65,842	26,846	378,376	9,511	1,015	2,215	12,741	289	84	27	400

During 1920 the number of libraries increased by 280; the number of books, by 55,337; the number of newspaper subscriptions, by 387; the number of teachers and pupils reading library books, by 85,250; the number of outsiders using library books, by 3,153; and the number of school libraries opened to the people of the community, by 35. The number of educational-magazine subscriptions decreased by 443; and the number of subscriptions to other magazines, by 374.

In 6 secondary schools, the number of books in the school library is less than 1,000; in 19, between 1,000 and 2,000; in 12, between 2,000 and 3,000; in 2, between 3,000 and 4,000; in 1, between 4,000 and 5,000; and in 4, more than 5,000.

In several divisions, the establishment of libraries in central primary schools needs attention. In 8 divisions less than one half of the central schools have libraries.

No. 14.—*Agricultural Schools*

A table showing the names and the locations of agricultural schools, the number of teachers, the total annual enrollment, the area of land owned and cultivated, the number of animals, and the value of products raised, for the school year 1919-20.

Name and Location of School	Teachers		Total Annual Enrollment	Area of Farm in Hectares		Number of Animals						Value of School Products					Value of Products from Home Projects	Total Value of Products from School and Home Projects
	American	Filipino		Cultivated	Total	Carabaos	Horses	Work Cattle	Other Cattle	Hogs	Poultry	Animals	Vegetables	Field Crops	Fruits	Others		
Aborlan Agricultural School, Aborlan, Palawan		5	168	10	199	9			21	33	172	P1,041.95	P528.33	P3,739.41	P1,273.72	882.52	P352.90	P7,823.83
Baybay Agricultural School, Baybay, Leyte																		
Bunauan Agricultural School, Bunauan, Agusan		5	131	10	42	5				10	130	548.11	179.51	3,430.00	101.36			4,258.98
Camarines Agricultural School, Pili, Camarines	1	2	94	4	787	6			11				43.04	269.00	41.67			353.71
Catarman Agricultural School, Catarman, Samar	1	6	145	42	352	11			27	31	45	721.00	246.00	8,304.00	48.00			9,319.00
Central Luzon Agricultural School, Muñoz, Nueva Ecija	8	6	877	260	658	99	11	25	125	1,902	5,329.99	1,916.98	32,004.21	500.00			7,131.28	46,882.46
Lagangilang Agricultural School, Lagangilang, Abra		6	119	49	62	9		3	15	13	102	2,952.53	693.70	7,372.38	139.54	20.21	1,049.54	12,227.90
Lapak Agricultural School, Lapak, Sulu		5	84	12	208	5		9	26		23	248.00	200.00	3,257.75	424.97			4,130.72
Lumbatan Agricultural School, Lumbatan, Lanao		6	102	13	122		1	6			45	145.00	800.00	4,000.00	24.00			4,969.00
Mailag Agricultural School, Mailag, Bukidnon		5	115	40	268	9	1	18	31	34	45	868.55	103.25	5,827.60	1,263.54			8,063.24
Mampising Agricultural School, Mampising, Davao		5	46	6	110	1					18	96.00	425.00	1,977.11	350.00			2,848.11
Pampanga Agricultural School, Magalan, Pampanga		4	32	40	756								200.00	1,592.00			120.00	1,912.00
Piang Agricultural School, Kudurungan, Cotabato		4	185	22	32	4	1				350		102.55	2,065.75	421.00	29.70		2,619.00

Trinidad Agricultural School, Baguio, Mountain Province	2	10	188	25	850	6	7	2	56	9	304	450.09	9,730.00	3,520.00			375.00	14,075.00
Union Agricultural School, Rosa- rio, La Union ¹																		
Total	12	69	2,286	533	4,446	164	9	50	212	255	3,136	12,401.13	15,168.36	77,359.21	4,593.10	332.43	9,028.72	119,482.95

¹ The development of this school has been retarded by difficulties incidental to getting possession of the land desired.

No. 15.—*Farm Schools*

A table showing the names and the locations of farm schools, the number of teachers, the total annual enrolment, the number of hectares of land owned and cultivated, the number of animals, and the value of products, for the school year 1919-20.

Name and Location of School	Filipino Teachers		Total Annual Enrolment		Area of Site in Hec-tares		Number of Animals					Value of School Products					Value of Products from School and Home Projects	Total	
	Male	Female	Total	Cultivated	Total	Carabaos	Horses	Work Cattle	Other Cattle	Hogs	Poultry	Animals	Vegetables	Field Crops	Fruits	Others			
Batac Farm School, Batac, Ilocos Norte	6	151	151	13	16			2		22	245	P1,120.00	P461.00	P1,200.00	P35.00	P83.00	P2,899.00	P2,185.10	P5,084.10
Batangas Farm School, Batangas, Batangas	3	125	125	6	6			2		112	331	2,127.65	370.89	154.13	564.70	10.00	3,227.37	1,999.02	5,226.39
Bilar Farm School, Bilar, Bohol	6	53	120	8	20	2		2		26	211	1,423.50	917.42	1,026.18	5.00		3,372.10	82.62	3,454.72
Capiz Farm School, Banga, Capiz	4	100	166	13	16	4				2	90	16.51	162.11	1,727.71	15.20		1,921.53		1,921.53
Castagnares Farm School, Virac, Albay	1	70	70	5	10	2	2						95.46	118.08			213.54		213.54
Guinobatan Farm School, Guinobatan, Albay	7	128	196	12	12	6					24	81.00	366.00	531.00		66.00	1,044.00	1,000.00	2,044.00
Iba Farm School, Iba, Zam-bales	6	117	203	7	12	3				42	42	1,032.35	1,403.17	475.67	14.50		2,925.69	1,985.04	4,910.73
Indang Farm School, Indang, Cavite	6	92	144	8	9			2			107	718.00	820.00	200.00	52.14	130.00	1,920.14	7,303.39	9,223.53
Isabela Farm School, Caba-gan, Isabela	7	133	227	10	11	3		1		8	191	300.94	250.00	850.00	10.00	132.00	1,542.94	4,736.87	6,279.81
Nueva Vizcaya Farm School, Bayombong, Nueva Viz-caya	4	101	101	15	93	5				2	35	1,100.00	107.00	903.00	10.00	286.18	2,406.18	2,648.60	5,054.78
Odiangan Farm School, O-diangan, Romblon	7	90	146	16	25	3	2		7	53	598	368.80	135.00	871.00		20.00	1,394.80	319.98	1,714.73

San Carlos Farm School, San Carlos, Pangasinan.....	11	153	120	273	9	13	1	1	2	-----	20	181	438.89	1,834.92	1,955.34	150.02	659.09	5,039.26	3,687.16	8,706.42
Santa Maria Farm School, Santa Maria, Ilocos Sur.....	9	154	115	269	8	26	5	-----	1	-----	30	139	370.00	210.75	876.20	-----	130.00	1,586.95	1,008.00	2,594.95
Tacloban Farm School, Tac- loban, Leyte.....	1	16	-----	16	7	16	-----	-----	1	-----	-----	85	44.67	29.73	256.59	37.54	57.66	426.19	31.00	457.19
Total	78	1,497	710	2,207	137	285	34	5	13	7	317	2,229	9,142.31	7,163.45	11,145.90	894.10	1,573.93	29,919.69	26,966.73	56,886.42

No. 16.—*Settlement Farm Schools*

A table showing the number of settlement farm schools, the number of teachers, the total annual enrolment, the number of hectares of land owned and cultivated, the number of animals, and the value of products, for the school year 1919-20.

Division	Number of Schools	Teachers		Total Annual Enrolment		Area of Site in Hectares		Number of Animals					Value of School Products						Value of Products from Home Projects	Total Value of Products of School and Home Projects	
		American	Filipino	Male	Female	Total	Cultivated	Total	Carabaos	Work Cattle	Other Cattle	Hogs	Poultry	Animals	Vegetables	Field Crops	Fruits	Others			Total
Agusan	45	1	79	2,395	1,828	4,223	134	647	14	---	---	103	661	₱1,652.11	₱530.36	₱28,003.42	₱562.03	---	---	₱30,748.92	₱30,835.92
Albay	1	---	2	17	19	36	1	3	2	---	---	---	168	185.00	65.00	45.00	20.00	---	---	315.00	497.00
Antique	1	---	1	46	29	75	1	40	---	---	---	48	33.60	40.00	72.00	---	---	---	---	145.60	145.60
Bukidnon	77	1	111	4,270	2,463	6,733	366	860	5	16 ^a	51	92.35	1,295.30	43,801.74	3,939.48	---	---	---	---	49,128.87	49,128.87
Cotabato	13	---	45	954	223	1,177	68	1,279	17	2	11	15	275	1,923.85	8,256.77	732.70	---	₱252.50	---	11,164.82	11,164.82
Lanao	8	---	20	627	112	739	52	1,987	10	4	69	36.60	531.69	6,680.75	405.08	---	---	---	---	7,654.12	7,654.12
Mountain	5	---	15	388	156	544	30	59	11	8	223	1,084.00	603.15	1,718.00	89.70	25.75	---	---	3,520.60	3,520.60	
Nueva Ecija	1	---	2	26	12	38	3	3	2	---	---	---	---	10.50	60.00	---	---	---	---	70.50	70.50
Nueva Vizcaya	5	---	18	198	79	277	26	47	11	15	120	2,159.00	2,228.91	1,486.92	715.55	349.55	---	---	6,919.93	6,919.93	
Occidental Negros	1	---	1 ^a	27	14	41	3	600	1	---	---	30.00	20.00	10.00	---	---	---	---	---	60.00	60.00
Rizal	2	---	2	71	38	109	5	18	11	4	---	3	100.00	35.00	203.00	3.00	15.00	---	---	356.00	402.50
Samar	2	---	3	95	61	156	7	17	---	2	5	50	300.00	510.94	565.00	120.00	45.00	---	---	1,540.94	2,090.94
Surigao	6	---	6	206	127	333	21	84	6	---	103	---	359.40	467.60	92.25	48.15	---	---	957.40	1,321.40	
Tarlac	2	---	2	50	23	73	13	20	3	25	100	---	280.50	601.31	15.00	---	---	---	896.81	1,196.81	
Zambales	1	---	2	26	19	45	7	594	3	1 ^c	37	---	---	180.00	19.60	152.51	16.40	148.42	---	516.93	516.93
Zamboanga	4	---	12	161	9	170	15	30	4	2	---	---	---	243.90	4,035.76	283.19	---	---	---	4,542.85	4,542.85
Davao	48	1	95	2,303	819	3,122	144	883	19	20	8	855	667.50	7,651.44	29,715.78	8,272.66	319.38	---	---	46,626.76	46,626.76
Total	222	3	417	11,860	6,031	17,891	896	7,171	118	52	48	179	2,726	6,521.16	16,349.54	125,844.56	15,247.04	1,203.75	165,166.05	1,529.50	166,695.55

^a One horse included.^b Estimated.^c Horse.

A settlement farm school was originally a primary school established among people who were more or less nomadic, with the idea of encouraging them to form permanent settlements in the neighborhood of the school. Today these schools are found in many communities where the people are not nomadic, but where farming is the chief occupation.

The number of settlement farm schools increased by 60 and the annual enrolment in settlement farm schools increased by 4,584. The number of hectares cultivated at settlement farm schools during the school year 1919-20, was 315 greater than the number of hectares cultivated during the school year 1918-19.

The value of products raised at settlement farm schools during the school year 1919-20 was almost twice that of the previous year.

No. 17.—*Agricultural Clubs*

A table showing, by divisions and for the Islands, the number of boys' and girls' agricultural clubs, the number of club members with projects, the value of products produced by club members, and other relevant matter, for the school year 1919-20.

Division	Number of Boys and Girls in the Division	Number of Club Members with Projects					Value of Products Produced by Club Members							Number of Hogs Owned by Club Members	Poultry Owned by Club Members			
		Garden	Hog	Poultry	Fruit	Corn	Cooking	Total	Vegetable	Hog	Poultry	Fruit	Field Crops			Cooking Products	Total	
Manila	1	12	4	3	3			22	₱36.50	₱24.00	₱7.50	₱3.50				₱71.50	4	12
Abra	59	157	22	194	19		1	333	858.52	306.00	1,427.63	200.90				2,828.05	23	253
Albay	71	262	82	533	23	62	46	1,008	2,389.15	2,898.00	5,242.00	64.53	754.40	₱119.80	11,467.88	663	4,611	
Antique	7		46	12	12	12		70			5,242.00	103.45	72.11		694.93	1,339	1,899	
Bataan	9	62	13	33	18	3	49	178	1,321.66	133.00	354.65	41.98		583.63	2,434.92	15	252	
Batanes	5	150	30	175	50	275		680	400.00	750.00	500.00	55.00	675.00		2,390.00	30	1,000	
Batangas	48	131	331	159	25	20		666	958.17	12,101.98	2,779.29	564.70			16,466.14	974	4,156	
Bohol	19	46	75	175		85	36	242	431.01		1,338.99		425.00	95.00	2,395.23	7	2,057	
Bulacan	42	276	18	148	1	4		447	2,845.40	930.50	1,429.87		40.00		5,245.77	47	1,383	
Cagayan	91	412	68	395	23		103	1,001	8,132.72	931.60	11,000.00	210.00		791.02	2,065.34	141	4,817	
Camarines	45	308		129				437	4,165.42		4,233.95				8,399.37		5,394	
Capiz	48	112	33	233	53			491	1,253.68	227.00	6,901.34	1,020.18			9,402.20	69	14,784	
Capiz	38	136	34	101	56	98	1	426	1,441.48	765.00	3,127.62	302.80	4,146.81		8,793.71	51	1,167	
Cebu	29	25	23	350	12	68		478	683.64	1,000.00	3,912.21		110.04		5,705.89	67	8,517	
C. L. A. S. ¹	5	108	32	33	32	36		241	4,371.81	3,006.15	2,783.31	30.00	290.00		10,481.27	97	1,270	
Ilocos Norte	55	232	140	723	29	7	50	1,181	3,652.84	7,127.05	32,494.79	78.30	41.50	773.86	44,168.34	384	23,108	
Ilocos Sur	30	302		6			30	338	3,246.17		1,800.00			18.00	3,444.17		3,444.17	
Iloilo	9		51	67	37			155	1,754.00	3,080.68		185.00			5,019.68	92	2,713	
Isabela	33	362	75	144	2	21	36	700	7,832.37	2,799.75	2,704.54	75.90	311.36	1,036.81	14,760.73	117	1,783	
Laguna	28	103	11	360		18		492	1,044.67	520.80	3,910.18		33.20		5,508.85	34	3,727	
Leyte	53	116	107	207	120	127	45	722	1,276.00	1,946.00	2,482.41	624.49	1,685.60	282.14	8,296.64	258	2,992	
Mindoro	10	41	39	105	10			185	540.20	1,690.00	2,855.87	112.00	81.00		5,279.07	53	6,085	
Misamis	17			160				160			5,435.20				5,485.20	8,716	8,716	
Mountain	46	413	6	24			12	455	137.00	32.00	10.00		30.00	80.00	289.00	4	348	
Nueva Ecija	37		1,164	202				1,376	2,795.48	210.00	1,506.30				4,511.78	64	1,564	

Nueva Vizcaya.....	10	12	13	26	8	10	69	120.55	369.00	2,911.58	121.00	60.00	3,582.13	27	988
Occidental Negros.....	51	255	93	362	40	36	806	1,523.13	2,141.00	5,916.77	63.00	10.08	9,359.98	245	6,428
Oriental Negros.....	19	352	33	40	19	31	596	1,680.49	963.68	5,916.77	63.00	856.93	3,564.67	76	3,852
Palawan.....	26	68	34	98	27	12	237	3,184.23	446.42	1,267.63	183.06	120.35	2,431.86	39	2,533
Pampanga.....	42	202	2	15	8	10	237	3,184.23	80.00	96.42	20.00	---	3,350.65	4	23
Pangasinan.....	340	525	406	1,010	121	33	2,290	8,122.71	19,898.25	29,829.33	1,633.65	1,030.85	71,050.97	1,505	21,787
Rizal.....	32	204	14	54	64	13	385	8,392.51	556.00	450.60	241.15	99.00	2,667.49	13	669
Romblon.....	75	310	133	196	28	68	735	774.00	1,496.00	1,496.00	142.00	---	3,367.00	139	2,338
Samar.....	160	630	44	262	80	250	1,430	4,080.00	1,824.00	1,764.00	480.00	1,750.00	10,138.00	105	2,000
Sorsogon.....	29	117	11	101	7	14	279	731.93	97.70	577.00	48.00	240.05	1,821.76	36	547
Surigao.....	24	256	90	300	---	---	660	409.70	967.70	329.95	---	---	1,614.95	160	1,007
Tarlac.....	50	114	51	164	65	17	433	3,430.88	3,240.48	3,613.17	1,352.72	494.61	12,825.75	96	1,342
Tayabas.....	62	64	192	416	240	32	992	1,648.00	2,175.00	5,106.00	1,002.15	1,920.00	12,467.15	673	12,120
Union.....	32	812	6	285	---	---	1,097	4,326.50	---	18,108.75	---	---	22,435.25	---	12,367
Zambales.....	44	185	---	71	128	---	499	2,231.51	504.44	1,554.55	80.25	---	5,284.26	81	2,386
Normal School.....	1	14	---	---	---	---	14	105.25	---	---	---	---	105.25	---	---
Total	1,832	9,100	2,251	8,075	1,353	1,324	23,255	83,479.73	72,898.50	172,470.38	9,078.71	15,374.63	370,861.69	6,405	160,216
Mindanao and Sulu:															
Agusan.....	6	55	---	51	---	---	106	309.63	---	177.75	---	---	487.43	---	153
Bukidnon.....	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Cotabato.....	4	7	3	11	6	9	36	18.00	150.00	207.00	---	237.00	631.90	8	306
Davao.....	6	217	---	4	---	---	221	1,164.95	---	415.00	---	---	1,579.95	8	139
Lanao.....	7	15	---	13	59	---	87	42.75	40.00	146.85	---	662.65	591.75	13	281
Sulu.....	2	---	---	26	---	---	26	---	---	703.70	---	---	703.70	---	956
Zamboanga.....	40	31	59	223	8	82	411	381.09	839.00	2,095.13	54.00	258.28	3,669.50	59	772
Grand total	1,897	9,425	2,313	8,403	1,361	1,471	24,142	85,396.25	73,927.50	176,215.31	9,132.71	16,532.56	378,825.92	6,488	162,883

¹ Central Luzon Agricultural School.

No. 17.—*Agricultural Clubs*—Continued

Division	Num- ber of Fruit Trees Cared for by Club Mem- bers	Name and Address of the Club Member Receiving the Largest Money Return, Based on Market Value of Products from His Club Work			Number of Club Members Obtaining a Production of—				
		Name	Age	Address	Value of Products	Name of Contest in Which Enrolled	P25-P50	P75-P100	P100 or More
Manila	100	Norberto Borja	13	293 Sulucan, Sampaloc, Manila	P10.00	Gardening			
Abra	2,968	Valentin Buenafe	19	Dolores, Abra	58.00	Vegetable growing	26		
Albay	790	Engracio Duran	15	Guinobatan, Albay	175.00	Poultry raising	39	3	4
Antique	120	Ramon Asejo	16	Dao, Antique	28.00	Poultry raising	16		
Bataan	1,450	Carlos Reyes	13	Orani, Bataan	52.00	Poultry raising	13	1	
Batanes	100	Ciriaco Blacer	10	Basco, Batanes	88.00	Pig raising	50	4	1
Batangas	1,375	José Cordero	15	Bauan, Batangas	350.00	Pig raising	77	43	27
Bohol	12	Francisco P. Dinsay	12	Guindulman, Bohol	140.00	Poultry raising	10	1	1
Bulacan	5	Miguel David	14	San Miguel, Bulacan	105.00	Pig raising	25	2	1
Cagayan	492	Antonio Ramos	14	Aparri, Cagayan	120.00	Pig raising	285	34	27
Camarines		Leon Santos	13	Cabuso, Camarines	70.00	Vegetable growing	350	2	
Capiz	2,406	Pacifico Oquendo	12	Balete, Capiz	84.00	Poultry raising	15	9	
Cavite	577	Sotero Penales	19	Indang, Cavite	125.00	Poultry raising	34	22	8
Cebu		Cesar Tolentino	10	Naga, Cebu	140.00	Poultry raising	10	4	2
C. L. A. S. ¹	300	Simeon Catudan	23	Central Luzon Agricultural School, Muñoz, Nueva Ecija	353.00	Vegetable growing	43	39	4
Ilocos Norte	794	Conrado Villanueva	15	Batac, Ilocos Norte	197.00	Pig raising	484	331	86
Ilocos Sur	15	Thomas Parrocha	18	Pandan, Cagayan, Ilocos Sur	156.00	Vegetable growing	40	16	8
Iloilo	342	Gil Ledesma	17	Jaro, Iloilo	428.00	Poultry raising	23	12	6
Isabela	70	Catalino Balayan	13	Ilagan, Isabela	125.00	Pig raising	119	29	3
Laguna		José Aristorenas	9	Majayjay, Laguna	100.00	Poultry raising	41	2	2
Leyte	530	Paterno Veloso	14	Malitbog, Leyte	250.00	Pig raising	5	5	1
Mindoro	400	Potenciano Abeleda	15	Lubang, Mindoro	86.50	Poultry raising	60	7	
Misamis		Leonardo Maho	17	Cagayan, Misamis	101.30	Poultry raising	44	5	1
Mountain		Santiago Carriño	18	Trinidad Agricultural School, La Trinidad, Benguet	392.02	Vegetable growing	29	15	16
Nueva Ecija	50	Potenciano Tecson	15	Cabiao, Nueva Ecija	150.00	Gardening	61	5	4
Nueva Vizcaya	180	Luis Claver	17	Bayombong, Nueva Vizcaya	180.50	Poultry raising	107	7	6
Occidental Negros	788	Serafin Causing	13	Saravia, Occidental Negros	161.70	Poultry raising	101	34	7
Oriental Negros	240	Diego Cadongog	16	Dumaguete, Oriental Negros	90.00	Pig raising	46	2	1

Palawan	270	Aurea Echague	14	Coron, Palawan	120.00	Poultry raising	6	4	3	1
Pampanga	100	Guillermo Florentino	18	Angeles, Pampanga	120.25	Vegetable growing	48	17		2
Pangasinan	6,122	Josefina Arcangel	20	Fozorrubio, Pangasinan	437.29	Cooking	647	167	162	92
Rizal	1,089	Gregorio Galler	17	Calocan, Rizal	165.00	Vegetable growing	11	5	6	3
Romblon	1,336	Agustin Umali	14	Odiongcan, Farm School, Odiongcan, Romblon	84.49	Poultry raising	8	4	4	
Samar	3,060	Eugenio Buensalida	23	Allen, Samar	80.00	Poultry raising	52	10	1	
Sorsogon	240	Celerino Marquez	16	Bulan, Sorsogon	40.60	Poultry raising	6			
Surigao		Rosa Evilla	17	Tandag, Surigao	30.00	Pig raising	8			
Tarlac	2,462	J. Palaganas	15	Paniquie, Tarlac	320.00	Poultry and pig raising	187	32	20	5
Tayabas	123,063	Cresciana Villarama	11	Atimonan, Tayabas	100.00	Poultry raising	27	12	3	1
Union		Norberto Sobrepeña	18	Aringay, Union	90.35	Vegetable and farming	314	34	7	
Zambales	492	Inocencio Cabayan	19	San Narciso, Zambales	300.00	Vegetable growing	66	13	16	2
Normal School		Juan Galang	26	114 Santa Potenciana, Manila	18.14					
Total	151,206				6,223.14		3,639	1,268	554	318
Mindanao and Sulu:										
Agusan		Amando Beray	14	Kauswagan, Agusan	10.73	Vegetable growing				
Bukidnon		Marcelo Cedefia	15	Ginatilan, Cotabato	120.00	Corn growing	15		2	1
Cotabato		Ruperto Macalala	14	Davao, Davao	15.45	Gardening				
Davao		Cornelia Mendoza	12	Malabang, Lanao	43.75	Poultry raising	1			
Lanao		Benigno Cabalugan	19	Asturias, Jolo, Sulu	106.80	Poultry raising	23			1
Sulu		Antonio San Luis	15	Isabela de Basilan, Zamboanga	75.00	Pig raising	26	1		
Zamboanga	90									
Grand total	151,296				6,594.87		3,704	1,269	556	320

¹ Central Luzon Agricultural School.

The increase in the number of agricultural clubs was 179, the decrease in the number of club members was 209, and the increase in the value of agricultural-club products was ₱143,093.54 (almost double the production of the previous year). The number of pupils enrolled in the poultry contest and in the cooking contest increased, whereas the number of pupils enrolled in the other four contests decreased. The value of production during the school year 1919-20 in each contest except in the field crops contest was greater than the value of production during the school year 1918-19. In the vegetable and fruit-growing contests, the value of production was 28 per cent greater; in the hog-raising contest, 37 per cent greater; in the poultry-raising contest, 129 per cent greater; and in the corn-growing contest, 10 per cent less.

No. 18.—*School and Home Gardens*

A table showing, by divisions and for the Islands, the number of school and home gardens, the number of schools with improved grounds, and the number of grounds with permanent fences constructed of wire with concrete or strong wooden posts, for the school year 1919-20.

Division	Gardens										Grounds	
	Number of Pupils Taking Vegetable Gardening				Estimated Area Cultivated by Pupils in the Division (Including both School and Home Gardens)	Number of Pupils with Home Gardens						
	Primary		Intermediate			Total	Primary		Intermediate			
	Male	Female	Male	Female			Male	Female	Male	Female		
	Grand Total	Number of Schools with Improved Grounds										Number of Grounds with Permanent Fences (Fences Constructed of Wire with Concrete or Strong Wooden Posts)
Manila	1,219	14	1,233	507	1,740	13						
Abra	1,114		1,114	207	1,321	10						
Albay	3,604		3,604	513	4,117	20						
Antique	1,669		1,669	245	1,914	1						
Bataan	531	22	553	144	675	4						
Batanes	148	27	175	27	175	6						
Batangas	2,866		2,866	461	3,327	61						
Bohol	3,585	35	3,620	495	4,115	10						
Bulacan	1,783		1,783	516	2,299	21						
Cagayan	6,010		6,010	387	6,397	4						
Camarines	4,837		4,837	338	5,175	1						
Capiz	2,132		2,132	374	2,506	13						
Cavite	1,936		1,936	318	2,254	15						
Cebu	931	88	1,019	883	1,902	19						
C. I. A. S.	165		165	165	330	1						
Ilocos Norte	3,372		3,372	535	3,907	8						
Ilocos Sur	2,146		2,146	411	2,557	9						
Iloilo	13,031		13,031	1,218	14,249	27						
Isabela	1,788		1,788	295	2,083	6						
Laguna	2,462		2,462	715	3,177	15						
Leyte	3,530	43	3,573	367	3,955	13						
Mindoro	1,143	221	1,369	288	1,657	12						

Misamis	99	6	106	1,632	1,791	37	6,781.50	2,442	218	2,660	214	214	2,874	14	5
Mountain	142	6	148	3,460	3,583	77	18,780.74	5,200	123	5,323	10	858	5,573	71	17
Nueva Ecija	152	14	166	2,969	3,800	44	14,443.15	3,734	80	3,814	858	858	4,672	54	11
Nueva Vizcaya	35	2	37	696	751	37	3,553.74	626	70	696	55	55	751	19	3
Occidental Negros	80	22	102	4,572	5,945	88	9,142.91	2,763	1,246	4,009	1,003	1,256	5,265	50	23
Oriental Negros	116	13	129	2,326	2,656	35	18,393.51	3,294	107	3,401	500	500	3,901	26	12
Palawan	45	4	49	956	68	1,024	3,471.71	956	68	956	68	68	1,024	8	5
Pampanga	94	15	109	2,377	642	24	13,243.07	2,130	298	2,428	499	557	2,985	35	15
Pangasinan	277	36	313	7,589	8,855	135	57,182.97	8,094	169	8,263	1,503	1,539	9,802	74	23
Rizal	47	9	56	1,952	2,289	44	5,387.43	1,938	149	2,087	731	22	2,840	24	14
Romblon	38	5	43	3,745	4,215	50	2,496.00	1,787	1,041	2,828	342	200	3,370	11	1
Samar	175	10	185	3,240	3,890	186	25,960.50	3,150	632	3,150	410	410	3,560	60	16
Sorsogon	125	8	133	2,843	3,012	41	11,354.01	2,063	155	2,218	154	7	2,379	26	15
Surigao	42	38	80	1,423	53	23	537.96	510	110	620	57	57	677	7	2
Tarlac	120	9	129	3,351	3,864	43	58,241.35	3,276	76	3,351	481	32	3,864	90	26
Tayabas	136	29	165	18,965	2,875	140	33,770.88	16,333	2,632	18,965	1,959	916	21,840	42	8
Union	68	14	82	4,771	989	65	43,128.06	4,771	---	4,771	989	989	5,760	38	12
Zambales	48	5	53	1,582	1,736	31	4,975.30	1,476	226	1,702	203	88	1,993	27	4
Normal School	1	1	2	4	14	2	1,025.00	38	---	38	156	---	194	1	1
Total	4,239	507	4,746	135,867	156,538	2,139	643,990.41	128,836	7,908	136,744	19,926	1,808	158,478	1,902	417
Mindanao and Sulu:															
Agusan	28	2	30	216	240	7	2,502.94	252	838	1,090	24	24	1,114	22	13
Bukidnon	77	1	78	---	---	6	7,192.11	50	---	---	---	---	60	32	53
Cotabato	54	2	56	212	218	12	3,173.30	1,423	15	1,438	20	20	1,458	30	6
Davao	61	3	64	1,022	1,048	11	9,211.72	1,414	46	1,460	43	43	1,503	32	1
Lanao	43	2	45	357	375	9	7,720.41	751	---	751	18	18	769	45	5
Sulu	38	2	40	550	550	5	1,900.00	1,994	---	1,994	104	104	2,098	4	3
Zamboanga	68	3	71	846	1,063	7	4,327.07	846	---	846	217	217	1,063	4	3
Grand total	4,608	522	5,130	139,070	160,032	2,246	685,017.86	135,566	8,807	144,373	20,352	1,808	166,533	2,071	501

¹ Central Luzon Agricultural School.

To meet the demand for increased food production, 745 more schools cultivated school gardens and 39,057 more pupils cultivated home gardens during the school year 1919-20 than during the school year 1918-19. The total area of gardens cultivated by pupils was 328 hectares greater during the school year 1919-20 than during the school year 1918-19.

No. 19.—*Garden Days*

A table showing, by divisions and for the Islands, the number of garden days for the school year 1919-20.

Division	Number of Garden Days Held	Number of Pupils Exhibiting Products	Number of Farmers Exhibiting Products	Number of Garden Days at Which Other Bureaus, Organizations, or Firms Were Represented with Booths			
				Bureau of Agriculture	Bureau of Forestry	Bureau of Health	Others
Manila	8	583	---	1	1	1	2
Abra	18	1,056	314	---	---	---	6
Albay	19	4,735	681	---	---	---	---
Antique	12	4,714	676	---	---	---	5
Bataan	12	816	394	2	4	2	3
Batanes	1	350	200	---	---	---	---
Batangas	47	4,427	545	2	---	---	2
Bohol	95	10,329	9,297	4	1	6	16
Bulacan	3	7,802	450	1	1	3	2
Cagayan	24	8,065	380	13	3	10	22
Camarines	120	5,094	239	---	---	---	3
Capiz	61	10,972	1,204	6	---	1	---
Cavite	18	3,187	343	4	---	1	1
Cebu	54	14,153	2,552	5	---	---	---
C. L. A. S. ¹	1	57	12	---	---	---	---
Ilocos Norte	19	4,839	215	---	---	---	2
Ilocos Sur	37	6,120	1,455	11	1	11	44
Iloilo	31	9,056	751	6	---	1	5
Isabela	13	2,529	200	1	2	1	12
Laguna	42	8,299	1,420	2	---	2	2
Leyte	120	11,012	1,504	1	---	2	---
Mindoro	25	1,609	135	1	1	---	---
Misamis	17	2,971	384	---	---	---	---
Mountain	44	3,934	1,161	6	---	5	3
Nueva Ecija	27	3,765	268	5	2	7	5
Nueva Vizcaya	12	2,989	1,990	1	1	1	1
Occidental Negros	29	6,995	241	2	---	5	3
Oriental Negros	35	5,902	132	---	---	---	1
Palawan	11	125	60	---	---	1	2
Pampanga	23	4,438	167	2	4	4	---
Pangasinan	76	16,619	1,512	5	---	5	8
Rizal	26	6,202	640	6	2	8	12
Romblon	24	2,026	911	---	---	---	---
Samar	78	5,500	1,410	11	---	3	2
Sorsogon	34	7,731	792	1	2	3	12
Surigao	25	2,630	335	---	---	---	---
Tarlac	25	5,248	1,043	1	---	1	18
Tayabas	96	22,197	25,349	1	2	2	15
Union	15	6,866	1,155	1	---	2	16
Zambales	20	3,020	1,017	5	3	5	4
Normal School	1	194	---	---	---	---	---
Total	1,398	229,156	61,534	107	30	93	229
Mindanao and Sulu:							
Agusan	20	568	115	---	---	1	---
Bukidnon	40	554	222	---	---	---	---
Cotabato	11	980	10	1	1	1	---
Davao	12	1,083	55	---	---	---	---
Lanao	---	---	---	---	---	---	---
Sulu	20	833	100	---	---	---	---
Zamboanga	8	825	325	---	---	---	4
Grand total	1,509	233,999	62,361	108	31	95	233

¹ Central Luzon Agricultural School.

While there were fewer garden-day celebrations during the school year 1919-20, the number of pupils who exhibited products at these celebrations increased by 75,096. The number of farmers who exhibited products at these celebrations increased by 34,280.

No. 20.—Nurseries

A table showing, by divisions and for the Islands, the number of trees and plants in school nurseries, and the number distributed during the school year 1919-20.

Division	Nurseries									
	Number of Schools with Nurseries				Number of Fruit Trees Distributed to People of Communities	Number of Other Trees Distributed to People of Communities	Number of Ornamental Plants Distributed to People of Communities	Number of Fruit Trees Planted by Pupils at Their Homes	Number of Other Trees Planted by Pupils at Their Homes	Number of Ornamental Plants Set out by Pupils at Their Homes
	Primary	Intermediate	Secondary	Total						
Manila	2			2	20			290	30	525
Abra	9	2		11	602	538	350	2,833	1,387	1,130
Albay	30	4		34	12,982	6,069	6,765	16,350	13,172	7,499
Antique	15	6		21	1,224	298	85	18,279	1,345	1,523
Bataan	15	2		17	420	25	137	12,520	1,331	934
Batanes								300	150	200
Batangas	60	9		69	5,608	1,056	2,219	9,066	2,791	3,471
Bohol	58	16		74	1,521	688	687	22,797	6,623	1,582
Bulacan	9	10		19	442	132	70	7,156	926	674
Cagayan	79	13		92	3,865	956	258	18,873	4,053	1,163
Camarines	19	4		23	1,075	389	160	24,394	2,293	901
Capiz	93	12		105	7,591	2,566	3,655	27,210	5,065	11,069
Cavite	14	5		19	1,523	142	413	4,290	833	1,669
Cebu	115	21		136	5,912	1,507	4,546	21,401	3,545	4,423
C. L. A. S. ¹		1		1	800					
Ilocos Norte	83	13		96	7,932	3,365	4,236	7,262	5,059	6,857
Ilocos Sur	47	7		54	2,172	544	10,354	5,438	1,943	1,280
Iloilo	31	10		41	2,635	939	1,433	2,083	813	2,386
Isabela	15	5		20	246	240	157	3,516	963	521
Laguna	11	4		15	451	93	146	1,754	1,187	417
Leyte	44	18		62	1,523	1,059	829	32,238	6,563	4,757
Mindoro	23	8		31	815	160	40	10,786	2,465	250
Misamis	8	3		11	53	19	302	798	160	320
Mountain	11	1		12	1,000	500	700	2,856	2,505	520
Nueva Ecija	14	5		19	135		100	5,435	583	389
Nueva Vizcaya	25	3		28	372	379	304	4,799	726	403
Occidental Negros	16	12		28	335	80		6,588	1,830	451
Oriental Negros	9	3		12	165	18	2,025	5,618	633	2,094
Palawan	6	3		9	876	193	384	2,876	1,360	359
Pampanga	10	4		14	500	5,000	1,000	3,539	2,340	875
Pangasinan	91	31		122	9,156	1,107	1,089	19,035	7,359	5,355
Rizal	10	3		13	1,076	404	930	4,069	1,095	1,826
Romblon	5	3		8	200	185	30	2,063	798	901
Samar	29	9	1	39	5,450	1,600	80	4,100	1,340	509
Sorsogon	25	7		32	1,349	460	496	1,742	868	784
Surigao	4	1		5	10	8		15	102	25
Tarlac	84	7		91	4,235	149	312	3,486	1,636	1,647
Tayabas	10	6		16	6,994	3,865	644	23,467	12,716	1,895
Union	68	14		82	10,171	1,886	736	130,012	3,111	1,357
Zambales	42	4		46	1,468	464	547	22,173	2,294	2,098
Normal School	1	1	1	3	23	15	132	76	13	16
Total	1,240	290	3	1,533	102,927	37,098	46,351	491,583	104,006	75,055
Mindanao and Sulu:										
Agusan										
Bukidnon	45			45				3,747	15,027	98
Cotabato	8	1		9	2,544	1,039	1,020	100	50	946
Davao	19	1		20	475		818	424	92	875
Lanao	7	1		8	731	355	2,798	5,146	1,435	652
Sulu										
Zamboanga										
Grand total	1,319	298	3	1,615	106,677	38,492	50,987	501,000	120,610	77,626

¹ Central Luzon Agricultural School.

During the school year 1919-20 there were 443 more school nurseries in operation than during the school year 1918-19. The total number of trees distributed during the year was greater. Pupils planted many more trees at home during the school year 1919-20 than during the school year 1918-19.

No. 21.—*Industrial Production*

A table showing, by divisions and for the Islands, the value of the output of industrial classes during the school year 1919-20.

Division	Embroidery			Lace			Basketry		
	Number of Pupils			Number of Pupils			Number of Pupils		
	Primary	Intermediate	Secondary	Primary	Intermediate	Secondary	Primary	Intermediate	Secondary
	Value of Output			Value of Output			Value of Output		
Manila	3,139	1,897		244			3,280	1,908	
Abra	202	87	12	118			962	200	10
Albay	309	162	36	683	282	4	1,158	127	1
Antique	945	375		25	87		1,884	316	
Bataan	408	139					348	170	
Batanes	39								
Batangas	580	319		34	35		68	50	
Bohol	2,007	636	6	558	428	3	1,255	532	
Bulacan	1,459	730					840	596	
Cagayan	1,998	621	45				2,115	430	
							2,718	175	
Camarines	708	240		287	150				
Capiz	1,410	598					585, 98	287	154
Cavite	986	687	30				590	265	12
Cebu	1,419	904		696	380		1,351	221	
Ilocos Norte	2,049	641	83		558		7,945	1,142	
							2,348, 59	286	
Ilocos Sur	1,886	766	110	234			2,550	526	63
Iloilo	3,471	1,406	107				2,378	457	11
Isabela		957	20	667	215		85		
Laguna	1,481	432	29	2,913	644	23	1,974	131	
Leyte	666						3,631		
Mindoro	423	63			108			27	
Misamis	1,148	276					355	47	
Mountain		25		356	79			50	
Nueva Ecija	256	90		1,072	384		991	57	
Nueva Vizcaya		67		209	107		1,873	234	
							569, 00	141	
Occidental Negros	1,878	591		152	103		1,839	177	
Oriental Negros	678	254	29	529	151	4	643, 21	1,839	
Palawan	31	19		1,806, 75	589		1,806, 75	20	
Pampanga	429	203		61	61		357, 11	428	
Pangasinan	1,095	1,194	61	577	296		1,432, 24	836	
				3,045	382	2	7,686, 69	2,974	21

Rizal	1,371	483	811.96						2,877	284		3,319.05
Romblon	469	293	1,644.34						7,571	169		579.74
Samar	76	496	1,718.63						1,716	196		2,742.80
Sorsogon	209	133	1,614.46						842	100		2,028.34
Surigao	459	173	637.28						1,067	32		372.09
Tarlac	1,132	435	3,430.90						1,168	3,421		2,117.08
Tayabas	1,380	844	3,686.10						3,862	166		14,097.86
Union	1,734	868	4,806.96						1,235	162		4,142.51
Zambales	813	376	2,328.10						1,187	180		2,686.32
Normal School	49	98	236.00								15	78.80
Trade School												
Mindanao and Sulu:												
Agusan	120	47	130.15						232			218.80
Bukidnon												
Cotabato	39	13	147.78						309	5		478.72
Davao	26	7	26.90						183			188.82
Lanao	51	38	87.10						58			188.45
Sulu												
Zamboanga	30	33	39.30						25	1		36.00
Totals	37,557	18,706	118,943.22	641	4,709	15,501	100	40,154.55	69,018	13,724	188	121,186.44

Sorsogon	118	1,337.60	38	12,103.25	6,459	373	18	9,946.66	8,912	28,438.73
Surigao			43	10,665.05	1,449	284		4,231.07	3,507	15,805.49
Tarlac	22	1,441.63	65	6,941.49	7,500	435	22	7,739.54	14,465	21,670.64
Tayabas	241	1,496.99	139	3,465.60	14,579	1,568	10	49,118.74	23,395	73,289.12
Union	291	1,516.20	73	9,400.64	5,865	1,960		18,081.27	11,270	38,019.33
Zambales	86	1,319.90	98	2,606.90	4,635	450		10,213.59	7,867	18,221.91
Normal School	21				183	106	91	1,467.54	605	1,882.29
Trade School			308	44,049.20					689	44,049.20
Mindanao and Sulu:										
Agusan					1,739	108		6,774.73	2,241	7,123.68
Bukidnon					640			1713.06	640	713.06
Cotabato					971	46		1,942.08	1,383	2,563.59
Davao					1,809	84		2,487.42	2,079	2,644.15
Lanao	15				812	36		943.94	1,033	1,234.69
Sulu	15	150.00			666	24		301.10	731	487.10
Zamboanga	23	200.00	98	15,715.77	1,964	265		1,048.84	2,735	17,309.05
Totals	937	91,577.36	2,959	524	283,498	33,041	966	560,305.07	488,714	1,812,307.28

No. 22.—*Voluntary Contributions*

A table showing, by divisions and for the Islands, the details of voluntary contributions for school purposes, school year 1919-20.

Division	Form of Donation					Total	Amount Devoted to—						
	Money	Materials	Labor	Land	Miscellaneous		Salaries	Buildings and Grounds	Libraries	Athletics	Miscellaneous	Balance on Hand	Total
Pangasinan	₱44,198.07	₱20,198.66	₱15,900.22	₱8,510.90	₱708.78	₱89,516.63	₱912.50	₱56,059.27	₱5,915.56	₱6,666.19	₱4,823.32	₱15,139.79	₱89,516.63
Laguna	21,301.62	12,082.22	5,352.00	7,107.61	1,072.65	46,916.10	219.32	32,085.27	2,288.19	3,023.27	2,960.90	6,409.15	46,916.10
Capiz	19,863.01	7,616.05	4,600.32	3,965.00	3,576.77	39,621.15	171.26	24,577.49	1,278.11	4,263.47	5,839.74	941.08	39,621.15
Nueva Ecija	20,628.88	7,988.00	4,660.00	4,340.00	1,121.49	38,737.37	568.00	32,519.83	670.91	1,498.63	1,900.76	1,589.94	38,737.37
Pampanga	26,760.26	3,422.40	1,975.00	2,870.00	1,384.53	36,412.19		12,483.64	828.46	2,886.29	2,584.61	17,629.19	36,412.19
Samar	8,968.27	9,183.00	9,753.00	5,070.00	1,594.49	34,528.76		29,641.00	226.49	482.79	2,703.42	1,475.06	34,528.76
Agayan	8,317.21	10,982.79	6,041.65	4,415.00	3,058.40	32,815.05		25,538.79	517.12	2,519.39	3,468.03	716.72	32,815.05
Bulacan	12,226.61	1,941.96	1,607.11	10,620.00	4,440.81	30,886.48		21,966.10	1,966.63	2,333.54	2,912.65	1,667.47	30,886.48
Leyte	5,953.57	10,871.69	8,360.00	2,730.50	2,482.47	30,388.23		15,244.00	1,162.84	3,736.53	3,677.09	3,578.47	30,388.23
Cebu	13,576.71	6,304.80	4,834.63	7,760.00	914.95	29,351.09		19,268.43	2,200.38	3,562.30	3,006.49	1,363.49	29,351.09
Ilocos Sur	13,303.60	4,294.76	2,705.00	2,271.00	1,503.83	24,078.19		5,751.50	1,286.05	4,001.20	5,829.04	7,210.40	24,078.19
Tarlac	11,799.18	3,253.20	2,368.20	4,627.00	837.10	22,885.38		11,574.62	1,259.78	2,142.41	5,893.88	1,984.69	22,885.38
Union	12,860.07	4,739.51	2,262.72	6,000.00	2,158.13	26,953.33		9,640.71	3,015.84	3,343.62	1,522.76	5,077.50	26,953.33
Iloilo	7,426.35	6,236.00	5,236.00	1,630.00	527.83	22,500.38	3,220.00	16,711.88	1,078.75	577.01	912.74	2,662.16	22,500.38
Batangas	10,606.92	1,600.64	974.30	6,060.00	1,412.21	20,644.07		12,678.00	961.74	3,324.03	1,028.14	2,652.16	20,644.07
Bataan	15,457.87	2,145.85	1,628.00	1,100.00	1,624.45	20,331.72		14,234.63	912.73	1,065.99	927.70	3,190.67	20,331.72
Agusan	11,799.18	15,231.75	4,230.00	7,000.00	162.45	20,331.72		14,234.63	912.73	1,065.99	927.70	3,190.67	20,331.72
Tayabas	10,574.06	4,391.86	3,311.80	965.00	208.13	19,170.84	3,044.07	10,227.45	1,215.59	1,079.12	1,019.92	2,584.69	19,170.84
Misamis	7,343.52	7,205.00	3,123.00	475.00	395.00	18,479.52	100.00	10,775.00	668.30	2,222.75	452.82	4,260.65	18,479.52
Mountain	482.26	4,688.10	6,174.00	4,894.00	960.00	17,138.36		15,506.10	232.97	252.19	1,207.10	17,138.36	17,138.36
Zambales	5,534.75	6,361.21	2,985.00	3,295.00	124.60	15,600.56		13,780.00	159.91	96.47	657.51	906.67	15,600.56
Bohol	4,221.28	4,903.20	4,338.21	4,420.00	493.50	14,376.19	93.00	10,131.81	30.50	728.85	838.91	2,553.12	14,376.19
Ilocos Norte	3,523.88	5,880.72	2,511.02	1,530.35	259.00	14,013.97		11,000.84	869.35	999.88	583.51	570.39	14,013.97
Antique	3,500.19	4,291.52	4,197.25	877.00	452.00	13,317.96		9,623.77	796.92	1,113.90	1,260.80	522.57	13,317.96
Romblon	8,538.26	2,789.00	460.00	430.00	290.00	12,562.26	152.50	11,806.00		105.00	1,498.76		12,562.26
Surigao	635.00	4,463.00	1,825.00	3,873.20	229.75	10,796.20		10,796.20	126.23	325.41	159.65	401.46	10,796.20
Davao	1,423.00	3,293.00	4,065.00	1,715.00	293.75	10,671.75		9,659.00					10,671.75
Mindoro	4,388.80	2,050.00	3,200.00	535.00	300.00	10,473.80	20.00	5,085.00	181.17	287.18	4,969.08	1,377.13	10,473.80
Sarangani	6,074.62	3,756.00	75.00	200.00	179.74	10,285.36		8,661.19	3,123.25	8,123.25	777.13	1,121.56	10,285.36
Isabela	4,973.39	2,729.50	2,251.50		125.00	10,079.39		5,316.00	520.55	2,613.97	1,042.86	586.01	10,079.39

Cavite	5,970.79	657.00	400.00	600.00	1,811.40	9,439.19	49.00	3,455.40	915.63	1,476.66	2,031.65	1,510.85	9,439.19
Camarines	1,703.80	2,722.00	3,335.80	1,290.00	16.50	9,118.10	---	8,744.75	33.00	235.00	97.35	3.00	9,118.10
Occidental Negros	3,999.12	1,930.00	997.40	700.00	486.00	8,112.52	---	2,985.90	537.38	2,800.00	1,260.82	538.42	8,112.52
Bukidnon	---	3,160.00	4,295.00	---	---	7,455.00	---	7,455.00	---	---	---	---	7,455.00
Oriental Negros	5,962.13	264.00	190.00	150.00	40.00	6,606.13	230.00	574.11	1,700.92	3,656.27	424.83	20.00	6,606.13
Abra	1,575.85	1,939.50	1,195.00	1,580.00	3.00	6,293.45	23.00	4,819.10	371.00	346.35	321.70	412.30	6,293.45
Palawan	1,097.08	975.00	1,580.00	80.00	---	3,732.08	850.00	1,655.00	145.13	150.25	262.66	679.01	3,732.08
Albay	1,180.00	1,180.00	1,250.00	300.00	70.00	2,800.00	---	2,730.00	---	---	20.00	---	2,800.00
Zamboanga	135.33	600.00	305.00	400.00	50.00	1,490.33	---	1,330.00	5.00	25.00	73.00	51.33	1,490.33
Rizal	1,253.53	84.00	95.00	---	---	1,432.53	---	---	---	---	173.00	1,253.53	1,432.53
Nueva Vizcaya	1,189.04	---	---	---	---	1,189.04	---	---	176.65	602.26	287.77	142.36	1,189.04
Comabato	55.00	5.50	716.50	---	---	777.00	---	716.00	---	---	61.00	---	777.00
Sulu	684.77	---	---	---	---	684.77	---	---	---	---	---	684.77	684.77
Lanao	119.25	301.50	25.00	---	---	445.75	---	300.00	24.25	---	121.50	---	445.75
Batanes	---	250.00	100.00	---	---	350.00	---	350.00	---	---	---	---	350.00
C. L. A. S. ¹	38.36	---	---	---	---	38.36	---	---	24.00	---	11.00	3.36	38.36
Total	338,613.26	200,266.18	132,720.63	94,566.56	33,371.21	799,537.84	9,642.65	523,645.53	34,893.71	67,655.65	74,277.60	89,422.70	799,537.84

¹ Central Luzon Agricultural School.

The voluntary contributions for the school year 1919-20 amounted to ₱116,988.26 more than the voluntary contributions for the school year 1918-19. The money given for school purposes during the school year 1919-20 was ₱98,000 more than the money given for school purposes during the school year 1918-19.

During the school year 1919-20 school libraries which deserve a large proportion of these funds, received ₱14,000 less than the amount that they received during the school year 1918-19. More than ₱118,000 less was devoted to salaries during the school year 1919-20 than during the school year 1918-19.

No. 23.—*Medical and Dental Examination of Pupils*
 A table showing, by divisions and for the Islands, data on medical and dental examination of pupils in the public schools during 1920.

Division	Number of Pupils Examined		Number of Nurses Visiting Public Schools and Rendering Service to Pupils		Number of Nurses Visiting Homes of Pupils			Number of Schools in Which Pupils Have Been Examined for Physical Defects	Number of Schools Visited by Nurses	Number of Schools Where Dental Clinics Were Held	Number of Visited Schools by Super-Vising Teachers of Hygiene and Sanitation	Number of Students Examined by Super-Vising Teachers of Hygiene and Sanitation	Number of Homes of Pupils Visited by Super-Vising Teachers of Hygiene and Sanitation
	By District Health Officers	By Municipal District Health Officers	Total	Provincial Nurses	Municipal Nurses	Total	Provincial Nurses	Municipal Nurses	Total				
Manila	31,478	31,478	31,478	7	7	7	7	7	7	36	3	88	949
Albay	879	1,333	1,333	6	1	7	3	2	5	30	1	55	208
Antique	610	2,214	2,214									29	100
Bataan		3,664	3,664										
Batanes	1,002	1,695	2,697	20	1	21	10	1	11	25	1	32	685
Bohol	11,378	11,378	11,378	4	14	18	2	8	10	54	1	25	19
Bulacan	18,303	18,303	18,303	2		2	2		2	16		54	1,040
Cagayan	1,866	6,722	8,588										
Camarines	2,197	3,248	5,445	2		2				11			
Capiz	1,093	5,157	6,250										
Cavite	2,600	9,016	11,616	1		1						58	15
Cebu	9,972	12,889	22,811	3	2	5	1	2	3	27	4	82	224
C. L. A. S. I.	97	12	109	2		2				3			52
Ilocos Norte	180	112	292									78	38
Ilocos Sur	5,095	8,724	13,819	1	2	3	1	1	1	35		106	164
Iloilo		8,304	8,304				1	1	2	5		82	55
Isabela	8	1,840	1,848									90	
Laguna	7,040	9,129	16,169								4		
LeYTE	2,709	7,940	10,649										
Mindoro	32		32										
Misamis	1,079	3,698	4,777	5	2	7	2	2	2	34	2	28	354
Mountain	2,155	1,138	3,293	2	1	3	7	1	1	12	1	9	24
Nueva Ecija	1,035	9,091	10,126	1		1	1	1	1	4		21	35
										3		38	143

No. 24.—*School Sites*

A table showing, by divisions and for the Islands, the number of school sites, their classification, their area, their estimated value, and the method of acquisition (December 31, 1920).

Division	Number of School Sites				Area of School Sites				Estimated Value of School Sites				Summary		How Acquired			
	Municipal				Municipal				Municipal				Area in Square Meters	Estimated Value	Donation	Purchase	Reservation	
	Central		Barrio		Provincial and Insular		Barrio		Provincial and Insular		Barrio							
	First	Second	Third	Fourth	First	Second	Third	Fourth	First	Second	Third	Fourth						
Manila	1	10	12		74,426.20	173,458.38			445,824.57	903,588.54		23	247,885.18	1,349,413.11	7	11	5	
Albay	3	13	2	7	642,055.00	263,653.30	248,240.50		20,800.00	10,098.15	4,336.00	63	1,153,948.80	35,234.15	32	13	18	
Albay	3	13	2	46	44,986.00	391,323.80	373,828.75		9,019.52	21,005.00	22,567.60	119	810,083.55	52,592.12	51	45	23	
Antique	4	9	2	8	120,013.33	138,172.80	189,278.64		3,500.00	12,758.50	6,984.00	85	447,464.82	23,242.50	54	18	13	
Bataan	1	5	2	9	1,980.00	106,911.22	6,747.33		590.00	6,945.00	520.00	21	115,638.55	8,055.00	11	9	1	
Batanes		2	1			69,507.00	1,548.00			500.00	50.00	4	71,055.00	550.00			4	
Batangas	1	22	2	10	32,391.00	308,014.00	259,010.50		7,000.00	33,832.90	14,726.00	87	593,415.50	55,558.90	57	24	6	
Bohol	2	19	10	14	177,035.00	477,473.69	701,126.00		8,000.00	11,797.00	17,283.04	185	1,355,634.69	37,080.04	111	65	9	
Bulacan	2	23	1	5	348,438.08	270,732.05				58,298.23	25,973.82	87	619,170.13	84,272.10	45	41	1	
Cagayan	2	13	8	10	126,483.00	280,558.76	136,067.00		5,710.00	12,697.80	5,710.00	73	543,108.76	24,117.80	33	30	10	
Camarinés		1	16	8	82,600.00	197,639.00	177,416.00		8,200.00	20,642.00	6,545.00	76	457,655.00	35,387.00	38	19	19	
Capiz	3	12	8	5	217,777.00	210,384.00	914,633.30		5,624.00	13,079.00	37,119.97	154	1,342,854.30	55,822.97	128	10	16	
Cavite	2	15	1	13	2	171,709.00	255,903.63	64,831.44		4,850.00	50,463.00	17,424.56	55	492,444.07	72,737.56	14	33	8
Cebu	1	38	12	25	72	48,69	6,578,529.68	930,569.23		112,725.00	49,042.14	42,164.28	265	1,650,274.89	203,931.42	145	63	57
C. L. A. S. I.										96,770.00			1	6,578,529.68	96,770.00			1
Ilocos Norte	2	6	9	6	38	37	31	415,419.00		139,615.00	561,892.00	129	1,116,926.00	37,018.71	92	26	11	
Ilocos Sur	8	19	7	13	106	7	9	7,320.00		1,115,860.92	758,705.78	163	1,881,896.70	50,897.47	111	38	14	
Iloilo	1	32	1	10	170	83	19	89,580.00		408,418.45	1,400,354.79	266	1,898,353.24	177,055.79	202	89	25	
Isabela	1	12	1	5	3	4	1	75,152.00		190,127.00	495,526.00	57	760,805.00	14,245.00	18	19	20	
Laguna	1	18	6	20	5	6	13	60,000.00		395,918.25	111,803.00	69	587,721.25	155,003.00	18	36	15	
Levite	1	37	14	21	124	49	165	292,204.86		668,809.83	1,311,494.76	411	2,272,509.45	96,840.00	301	47	63	
Marinduque		3	1	4				63,599.00		11,200.00		8	63,599.00	11,200.00		2	4	
Mindoro	1	9	2	5	22	12	14	120,000.00		2,975.00	5,275.00	65	664,615.00	22,250.00	39	4	22	

Misamis	1	4	5	3	5	1	75,487.00	101,328.00	59,241.00	6,000.00	8,200.00	1,415.00	14	238,056.00	15,615.00	3	5
Mountain	10	5	3	2	4	3	2,882,158.00	45,810.00	202,913.00	91,795.00	525.00	1,350.00	27	3,130,881.00	93,670.00	1	4
Nueva Ecija	1	17	7	1	16	8	35,085.00	237,998.89	151,086.00	500.00	18,625.00	5,285.00	53	424,069.89	24,410.00	31	17
Nueva Vizcaya	2	11	1	1	8	3	419,142.00	331,451.00	1,768,666.00	7,200.00	2,750.00	8,500.00	55	2,519,259.00	18,450.00	52	1
Occidental Negros	1	15	6	12	42	29	11,452.00	472,543.91	721,728.88	11,910.00	118,446.60	31,628.50	107	1,245,724.79	161,965.10	56	20
Oriental Negros	1	10	7	7	11	26	15,250.73	181,711.75	375,225.39	15,250.00	31,985.50	10,138.19	114	572,187.87	57,423.69	55	22
Palawan	3	7	3	9	2	7	2,060,916.60	148,532.76	231,199.87	12,700.00	6,302.82	1,035.00	31	2,440,648.23	20,037.82	4	3
Pampanga	2	10	5	9	30	8	41,312.65	203,300.29	319,402.44	31,824.00	39,753.03	41,786.70	86	564,015.38	113,363.73	55	24
Pangasinan	1	9	27	14	5	9	128,586.00	643,649.83	167,795.00	6,910.00	86,080.36	8,243.08	96	940,031.43	101,233.44	42	83
Rizal	4	12	3	13	6	4	116,405.39	210,042.87	117,602.60	38,109.65	86,352.26	20,011.64	59	444,050.36	144,473.55	23	28
Romblon	2	7	5	11	9	15	168,793.00	118,691.84	422,510.56	47,850.00	33,493.06	19,455.40	49	709,995.40	100,798.46	26	3
Samar	1	45	5	53	12	50	56,719.00	884,724.10	768,612.59	1,000.00	37,772.00	29,019.00	169	1,710,055.69	67,791.00	134	30
Sorsogon	2	11	6	4	35	10	245,424.00	168,880.33	327,869.00	68,810.00	29,310.00	7,222.00	69	742,173.33	105,342.00	40	28
Surigao	1	6	5	8	8	6	106,379.00	131,679.00	1,014,964.00	42,500.00	32,311.66	12,795.00	54	1,253,022.00	87,605.66	31	5
Tarlac	3	11	1	10	13	5	92,139.00	249,079.64	186,745.10	18,522.00	20,216.96	10,000.25	74	527,963.74	48,739.21	45	10
Tayabas	1	17	2	17	6	1	59,837.00	317,019.96	47,252.60	30,000.00	44,530.00	1,500.00	47	424,109.56	75,030.00	17	17
Union	1	10	6	7	28	18	72,557.00	164,897.75	324,579.54	27,837.00	38,056.00	13,336.00	77	562,034.29	73,229.00	30	37
Zambales	3	9	3	4	7	6	119,156.00	139,149.74	6,093,453.50	5,050.00	9,456.60	6,226.00	44	6,351,764.24	20,732.60	23	14
Total	75,547	203,337	1,140,534	855	16,154,860.49	11,746,085.63	22,608,685.14	1,300,800.74	2,164,387.22	570,817.94	3,691.50	509,631.26	4,036,005.90	2,121,896.674			
Mindanao and Sulu:																	
Agusan	30	2	4	9	1	1	3,962,582.00	80,629.58	2,503,535.00	34,350.00	8,750.00	18,440.00	47	6,546,746.58	61,540.00	7	2
Bukidnon	2	4	6	2	1	1	505,519.00	505,519.00	1,006,116.00	5,000.00	4,500.00	7,700.00	14	1,511,635.00	12,200.00	2	38
Cotabato	1	16	1	44	2	1	101,814.00	1,873,062.75	6,680,070.00	5,000.00	214,500.00	251,950.00	67	8,654,946.75	471,450.00	2	14
Davao	3	2	67	6	3	3	151,191.00	151,191.00	4,999,442.00	6,115.00	2,250.00	26,152.61	31	5,150,633.00	23,412.61	24	5
Lanao	9	13	6	23	3	3	2,087,530.00	2,807,556.46	5,436,860.00	6,115.00	6,633.33	7,930.00	61	10,331,946.46	20,678.33	5	32
Sulu	1	1	1	22	4	1	40,658.00	40,658.00	955,455.00	8,000.00	3,200.00	11,735.00	23	996,113.00	14,935.00	28	
Zamboanga	1	1	1	4	30	1	270,000.00	639,611.00	3,262,627.63	8,000.00	729.00	56,675.00	52	4,172,238.63	65,404.00	1	51
Grand total	116,585	217,852	1,341,553	877	22,576,766.49	17,844,313.42	47,452,790.77	1,354,265.74	2,404,959.55	951,400.55	4,041.87	873,890.68	4,710,625.94	2,159,897.945			

1 Central Luzon Agricultural School.

No. 25.—*Permanent, Mixed-Material, and Temporary Buildings*

A table showing, by divisions and for the Islands, the number and the cost data of permanent, mixed-material, and temporary school buildings owned by Insular, provincial, and municipal governments (December 31, 1920).

Division	Num- ber of Schools	Permanent											
		Standard Plan			Reconstruction			Special			Total		
		Build- ings	Rooms	Cost	Build- ings	Rooms	Cost	Build- ings	Rooms	Cost	Build- ings	Rooms	Cost
Manila	41	7	147	P825, 731.13				23	265	P973, 230.59	30	412	P1, 798, 961.72
Abra	84	4	21	62, 700.20	1	7	P8, 000.00	1	1	1, 000.00	6	29	71, 700.20
Albay	195	30	111	295, 224.78	3	22	48, 932.14	2	52	87, 492.65	43	185	426, 649.57
Antique	108	5	29	51, 127.10	3	15	8, 700.00	2	13	7, 948.91	10	57	97, 776.01
Bataan	34	4	38	97, 020.19	1	11	6, 000.00	4	20	14, 400.00	9	69	117, 420.19
Batanes	16	3	8	27, 589.60				2	5	8, 394.10	5	13	35, 983.70
Batangas	148	25	86	352, 798.83	4	28	16, 855.44	13	56	105, 360.28	42	170	475, 014.55
Bohol	281	18	99	308, 747.14	10	42	49, 211.96	9	31	62, 581.04	37	172	420, 540.14
Bulacan	184	17	99	219, 311.47	5	7	3, 636.99	17	95	212, 956.68	39	201	435, 905.14
Cagayan	179	6	31	88, 987.74	12	33	6, 898.87	8	39	81, 819.16	26	108	177, 705.77
Camarines	186	16	69	184, 748.18	1	2	4, 769.20	13	45	119, 416.61	30	116	308, 983.99
Capiz	194	13	57	179, 141.72				4	12	17, 200.00	17	69	196, 341.72
Cavite	100	16	77	244, 921.51	1	13	14, 191.65	9	47	90, 879.27	26	137	349, 992.43
Cebu	378	29	161	462, 029.91	3	17	20, 876.45	11	74	143, 271.06	43	252	626, 177.42
Central Luzon Agricultural School	2	1	3	15, 000.00				39	108	118, 913.02	40	111	133, 913.02
Ilocos Norte	201	17	79	224, 976.03	9	38	55, 701.42	2	12	67, 270.12	28	129	347, 947.87
Ilocos Sur	205	10	48	129, 221.33	6	27	30, 708.39	16	89	118, 319.37	32	164	278, 249.09
Iloilo	294	13	82	197, 107.35	8	49	60, 869.65	19	102	213, 181.65	40	233	471, 158.65
Isabela	92	4	26	89, 307.62	2	7	2, 329.61	3	13	21, 120.07	9	46	112, 757.30
Laguna	118	23	149	452, 448.55	10	65	102, 446.41	6	37	53, 957.68	39	251	608, 852.64
Leyte	403	34	129	344, 367.81	22	84	186, 305.50	10	45	155, 533.74	66	258	686, 207.05
Marinduque	68	5	31	102, 248.33	1	8	4, 500.00	4	15	24, 428.36	10	54	131, 176.69
Mindoro	74	5	23	108, 702.69				3	8	3, 331.56	8	26	112, 034.25
Misamis	145	5	30	85, 982.82	2	6	7, 170.00	3	14	46, 000.00	10	50	139, 152.82
Mountain	146	1	7	17, 433.14				21	90	138, 237.52	22	97	155, 670.66
Nueva Ecija	216	14	63	152, 367.45	2	9	18, 731.93	4	33	33, 650.00	20	105	204, 749.38
Nueva Vizcaya	43	4	19	42, 018.41				2	9	36, 017.66	6	28	78, 036.07
Occidental Negros	180	15	76	185, 650.62	3	12	10, 300.00	9	33	87, 715.25	27	121	283, 665.87
Oriental Negros	161	9	49	142, 868.84	2	18	33, 130.18	8	27	47, 661.22	19	94	223, 360.24
Palawan	76	2	6	18, 250.84	1	7	7, 589.18	4	11	16, 161.05	7	24	42, 001.07

Pampanga	130	17	120	362,658.29	2	11	11,983.30	7	45	135,777.14	26	176	510,418.73
Pangasinan	403	24	149	356,967.92	5	31	48,686.77	8	73	167,218.04	37	253	572,872.73
Rizal	116	8	52	153,346.73	6	35	31,070.68	15	66	73,811.65	29	153	258,229.06
Romblon	56	6	23	49,495.17	1	10	13,078.15	4	19	42,552.28	16	84	92,047.45
Samar	215	19	114	394,411.41	1	10	13,078.15	4	19	29,026.00	24	143	436,515.56
Sorsogon	167	16	70	149,465.99	4	13	16,821.64	5	40	205,870.32	21	110	355,336.31
Surigao	124	8	20	45,763.69	4	13	16,821.64	1	8	29,021.89	13	41	91,807.22
Tarlac	145	27	89	196,865.66	4	30	42,558.03	3	22	47,152.91	30	111	243,518.57
Tayabas	179	17	131	403,985.00	4	30	42,558.03	8	45	83,805.37	29	206	530,348.40
Union	109	8	51	152,502.90	7	54	50,638.79	3	21	40,000.00	18	126	243,141.69
Zambales	76	6	38	85,086.74	2	22	10,300.00	3	22	41,497.15	11	82	136,883.89
Nautical	3	1	8	38,056.42	3	112	756,741.26	2	112	756,741.26	1	8	38,086.42
Normal	2	3	12	42,000.00	143	733	927,992.33	2	12	221,793.66	2	112	755,741.26
Trade	6,277	512	2,718	8,125,867.25	143	733	927,992.33	350	1,942	4,980,716.29	1,005	5,398	14,034,575.87
Total	6,277	512	2,718	8,125,867.25	143	733	927,992.33	350	1,942	4,980,716.29	1,005	5,398	14,034,575.87
Mindanao and Sulu:													
Agusan	83	1	7	20,153.43	13	44	34,051.82	14	44	34,051.82	14	51	54,205.25
Bukidnon	84	1	7	20,153.43	3	19	7,462.23	3	19	7,462.23	3	19	7,462.23
Cotabato	89	1	7	20,153.43	4	26	54,008.85	4	26	54,008.85	4	26	54,008.85
Davao	131	1	3	8,500.00	1	3	8,646.65	1	3	8,646.65	1	3	8,646.65
Lanao	63	1	3	8,500.00	9	26	30,491.83	9	26	30,491.83	10	29	38,991.83
Sulu	62	2	16	66,202.56	3	12	25,599.32	3	12	25,599.32	5	28	91,801.88
Zamboanga	97	2	12	42,000.00	2	33	374,542.33	2	33	374,542.33	4	45	416,542.33
Grand total	6,886	518	2,756	8,262,723.24	143	733	927,992.33	385	2,105	5,515,518.32	1,046	5,594	14,706,234.89

Sorsogon.....	21	42	25,325.37	2	10	3,341.15	23	120	358,677.46
Surigao.....	3	8	2,700.00	24	40	14,478.68	58	123	131,411.27
Tarlac.....	9	48	119,676.69	4	8	6,978.96	37	127	247,194.62
Tayabas.....	7	32	9,774.43	7	9	6,536.20	45	263	666,660.29
Union.....	6	17	7,825.56	55	198	20,443.11	80	356	273,358.23
Zambales.....				21	36	6,444.00	38	136	151,153.45
Nautical.....							1	8	38,086.42
Normal.....							2	112	765,741.26
Trade.....							2	12	221,783.66
Total.....	854	2,110	1,225,451.75	1,760	3,159	697,240.17	3,619	10,662	16,967,267.79
Mindanao and Sulu:									
Agusan.....	22	46	34,571.44	46	78	22,476.21	82	175	111,252.90
Bukidnon.....				21	35	15,697.68	24	54	23,139.91
Cotabato.....	19	63	55,225.75	47	116	24,515.91	70	206	133,944.51
Davao.....	7	15	13,650.00	65	94	11,736.00	73	112	34,031.66
Lanao.....	35	72	44,489.02	58	109	28,393.84	103	210	111,874.69
Sulu.....	14	63	55,130.51	49	150	51,333.92	68	241	201,266.31
Zamboanga.....	15	24	24,596.77	5	13	4,235.00	24	82	446,364.10
Grand total.....	966	2,393	1,456,309.24	2,051	3,754	855,627.73	4,063	11,741	17,018,171.86

No. 26.—*Insular Aid for School-Building Construction*

A table showing, by divisions and for the Islands, the Insular aid granted for the construction of municipal, provincial, and Insular school buildings (December 31, 1920).

Division	Municipal School Buildings			Provincial School Buildings	Insular School Buildings	Total for All School Buildings
	Gabalton Aid	Other Aid	Total Aid			
Manila		P153,846.86	P153,846.86		P1,514,000.00	P1,667,846.86
Abra	P10,000.00	23,000.00	33,000.00	P20,000.00		53,000.00
Albay	133,454.99	51,000.00	184,454.99	118,000.00		302,454.99
Antique	37,000.00	21,000.00	58,000.00	13,500.00		71,500.00
Bataan	31,360.00	25,000.00	56,360.00	6,000.00		62,360.00
Batanes	19,900.45	7,000.00	26,900.45	5,000.00		31,900.45
Batangas	128,804.86	111,000.00	239,804.86	63,000.00		302,804.86
Bohol	106,708.35	36,000.00	142,708.35	74,500.00		217,208.35
Bulacan	109,914.30	95,900.00	205,814.30	21,378.74		227,193.04
Cagayan	44,690.00	41,500.00	86,190.00	45,000.00		131,190.00
Camarines	64,136.80	41,000.00	105,136.80	73,000.00		178,136.80
Capiz	73,625.57	25,000.00	98,525.57	79,590.00		178,115.57
Cavite	103,182.00	80,600.00	183,782.00	22,775.00		206,557.00
Cebu	143,862.84	112,500.00	256,362.84	307,000.00		563,362.84
Ilocos Norte	97,160.05	58,000.00	155,160.05	352,000.00		507,160.05
Ilocos Sur	92,520.25	50,273.14	142,793.39	37,000.00		179,793.39
Iloilo	104,581.45	5,500.00	110,081.45	211,517.32		321,598.77
Isabela	25,500.00	35,000.00	60,500.00	35,000.00		95,500.00
Laguna	151,975.07	75,127.03	227,102.10	56,000.00		283,102.10
Leyte	211,237.65	76,000.00	287,237.65	64,500.00		351,737.65
Mindoro	40,601.00	26,000.00	66,601.00	55,500.00		122,101.00
Marinduque	34,963.52		34,963.52	39,000.00		73,963.52
Misamis	36,590.00	53,000.00	89,590.00	22,000.00		111,590.00
Mountain	20,000.00	127,189.72	147,189.72	107,000.00	276,416.00	530,605.72
Nueva Ecija	68,987.18	39,650.00	108,637.18	59,000.00	234,066.64	401,703.82
Nueva Vizcaya	30,800.00	91,350.00	122,150.00	39,000.00		161,150.00
Occidental Negros	93,666.66	45,500.00	139,166.66	14,500.00		153,666.66
Oriental Negros	49,997.94	21,400.00	71,397.94	61,000.00		132,397.94
Palawan	23,474.55	6,500.00	29,974.55	5,200.00		35,174.55
Pampanga	110,600.00	101,500.00	212,100.00	53,985.28		266,085.28
Pangasinan	143,745.23	67,000.00	210,745.23	158,000.00		368,745.23
Rizal	72,644.81	46,800.00	119,444.81	17,252.75	207,500.00	344,197.56
Romblon	24,500.00	11,000.00	35,500.00	18,000.00		53,500.00
Samar	98,426.21	42,000.00	140,426.21	114,000.00		254,426.21
Sorsogon	81,672.82	10,433.83	92,106.65	30,021.23		122,127.88
Surigao	73,067.50	18,000.00	91,067.50	17,500.00		108,567.50
Tarlac	100,357.02	41,000.00	141,357.02	72,793.03		214,150.05
Tayabas	66,960.89	75,446.00	142,406.89	29,907.06		172,313.95
Union	88,400.00	64,000.00	152,400.00	51,000.00		203,400.00
Zambales	44,383.50	36,000.00	80,383.50	24,000.00		104,383.50
Mindanao and Sulu:						
Agusan	10,000.00	77,450.00	87,450.00	1,500.00		88,950.00
Bukidnon		54,650.00	54,650.00	4,200.00		58,850.00
Cotabato	10,000.00		10,000.00	40,500.00		50,500.00
Davao	32,500.00	12,000.00	44,500.00	31,070.00		75,570.00
Lanao	5,000.00	45,000.00	50,000.00	5,000.00		55,000.00
Sulu	50,000.00	20,480.00	70,480.00	40,000.00		110,480.00
Zamboanga	15,000.00	134,000.00	149,000.00	49,730.00	142,000.00	340,730.00
Miscellaneous	4,546.54		4,546.54			4,546.54
Total	3,120,400.00	2,391,596.58	5,511,996.58	2,765,420.41	2,373,982.64	10,651,399.63

Insular school buildings include the Philippine Normal School, the Philippine School of Arts and Trades, the Baguio Industrial School, the Philippine Nautical School, and the School for the Deaf and the Blind.

No. 27.—*Total Expenditures for School Purposes*

Nature of Expense	1920	1919	Increase (+) Decrease (—)
Insular expenditures for salaries, wages, and contingent:			
Acts 2875 and 2785..... P12, 149, 339.00			
Act 357..... 3, 721.82	P12, 153, 060.82	P7, 866, 586.26	+P4, 286, 474.56
Balance forwarded to fiscal year 1921..... 12, 406.94			
Reversion of unexpended appropriation..... 93.52			
Net income automatically reverted to the Insular Treasury..... 235, 438.75	247, 939.21	141, 048.06	+ 106, 891.15
Net expenditure..... 11, 905, 121.61		7, 725, 538.20	+4, 179, 583.41
Construction of two cottages, Baguio, Act 2736..... 1, 706.77			
Construction of dormitory and garage, Baguio, Act 2736..... 2, 559.05			
Purchase and improvement of necessary land for the Philippine Normal School and the Philippine School of Arts and Trades, Act 2736..... 3, 660.00			
Buildings and sites, normal schools, Acts 2786 and 2898..... 270, 000.00			
Buildings and sites, central and barrio schools, Acts 2786 and 2898..... 327, 400.00			
Buildings, high schools, Act 2786 and Emergency Board Resolution 78..... 114, 000.00			
Buildings, sites, and irrigation, agricultural schools, Acts 2786 and 2898..... 95, 000.00			
Buildings, Central Luzon Agricultural School, Acts 2786 and 2898..... 40, 744.79			
Irrigation, Central Luzon Agricultural School, Act 2898..... 2, 555.61			
Buildings and sites, non-Christian and special provinces, Act 2898 and Emergency Board Resolution 55..... 39, 500.00			
Total Insular..... 12, 802, 247.83		10, 087, 449.92	+ 2, 714, 797.91
Provincial expenditures for school purposes (1919) (1918)..... 468, 124.58		715, 614.63	— 247, 490.05
Municipal expenditures for school purposes (1919) (1918)..... 3, 715, 552.05		4, 098, 808.01	— 383, 255.96
Total government funds..... 16, 985, 924.46		14, 901, 872.56	+ 2, 084, 051.90
In addition, voluntary contributions..... 799, 537.84		682, 549.58	+ 116, 988.26
Total expenditures for education..... 17, 785, 462.30		15, 584, 422.14	+ 2, 201, 040.16
Expenditure for education per capita of population (10, 350, 640)..... 1.718		1.505	+ .213
Cost of education per pupil based on average monthly enrolment (678, 956) (569, 744)..... 26.195		27.352	— 1.158

No. 28.—Operation Statement for 1920

EXHIBIT A.—BALANCE SHEET, DECEMBER 31, 1920

	December 31—		Increase (+) Decrease (—)
	1920	1919	
ASSETS			
Fixed property:			
Land	₱639,647.77	₱635,987.77	+ ₱3,660.00
Public works and improvements	1,832,185.59	1,784,081.92	+ 48,103.67
Equipment	580,413.26	560,055.14	+ 20,358.12
Total fixed property	3,052,246.62	2,980,124.83	+ 72,121.79
Working assets:			
Supplies and materials	389,787.41	198,771.09	+ 196,016.32
Sales stock	174,614.50	166,382.46	+ 8,232.04
Work in process	7,932.48	7,192.76	+ 739.72
Deferred charges	856.11	1,443.19	— 587.08
Total working assets	573,190.50	368,789.50	+ 204,401.00
Current assets:			
Accounts receivable	8,877.29	85,074.77	— 76,197.48
Cash—			
In treasury	799,465.03	642,572.49	+ 156,892.54
In hands of officers	116,313.65	119,564.62	— 3,250.97
Total current assets	924,655.97	347,211.88	+ 77,444.09
Total assets	4,550,093.09	4,196,126.21	+ 353,966.88
LIABILITIES			
Capital:			
Fixed capital (see Exhibit B)	3,052,246.62	2,980,124.83	+ 72,121.79
Current capital (see Exhibit C)	576,921.53	446,104.64	+ 130,816.89
Total capital	3,629,087.15	3,426,229.47	+ 202,938.68
Treasury advances	573,190.50	368,789.50	+ 204,401.00
Current liabilities:			
Accounts payable	142,409.36	264,614.18	— 122,204.82
Civil-service trust fund	70,714.43		+ 70,714.43
Insurance reserve	216.44	1,454.79	— 1,238.35
Undistributed collections	876.83	3,449.70	— 2,572.87
Accrued leave payable	133,517.38	131,588.57	+ 1,928.81
Total current liabilities	347,734.44	401,107.24	— 53,372.80
Total liabilities	4,550,093.09	4,196,126.21	+ 353,966.88

No. 28.—Operation Statement for 1920—Continued

EXHIBIT B.—STATEMENT OF FIXED PROPERTY ACCOUNTS

	December 31—		Increase (+) Decrease (—)
	1920	1919	
Balance, December 31, 1919, 1918.....	₱2,980,124.83	₱2,850,102.62	+ ₱130,022.21
Deduct—			
Inventory adjustments	(2,641.95)	(1,410.36)	+ (1,231.59)
Balance, December 31, 1919, 1918, as adjusted.....	2,977,482.88	2,848,692.26	+ 128,790.62
Debits:			
Acquisition by purchase	52,180.93	165,183.99	— 113,003.06
Acquisition by interbureau transfer.....	341.85	649.20	— 307.35
Plant assets brought into account.....			
Acquisition by construction.....	44,062.20	344.22	+ 43,717.98
Total debits and balances, December 31, 1920, 1919.....	3,074,067.86	3,014,869.67	+ 59,198.19
Credits:			
Dropped by sales.....	1,350.51	1,826.38	— 475.87
Dropped by interbureau transfer.....	1,685.39	1,747.45	— 62.06
Dropped by transfer to local governments	2,037.18	11,249.55	— 9,212.37
Losses.....	5,777.51	5,253.51	+ 524.00
Depreciation accruals.....	10,970.65	10,523.43	+ 447.22
Plant assets dropped from account (destroyed by fire).....		4,000.00	— 4,000.00
Equipment dropped from account (destroyed by fire).....		144.52	— 144.52
Total credits	21,821.24	34,744.84	— 12,923.60
Balance, December 31, 1920, 1919	3,052,246.62	2,980,124.83	+ 72,121.79

EXHIBIT C.—STATEMENT OF CURRENT CAPITAL ACCOUNT ¹

	December 31—		Increase (+) Decrease (—)
	1920	1919	
Balance, December 31, 1919.....	₱446,104.64	₱420,399.62	+ ₱25,705.02
Credits:			
Allotment from public revenues.....	13,168,503.47	10,253,707.74	+ 2,914,795.73
Receipts from operation:			
Sales income..... ₱82,582.89			
Sales of fixed assets..... 1,169.35	83,752.24	89,008.99	— 5,256.75
Total balance and credits	13,698,360.35	10,763,116.35	+ 2,935,244.00
Reversion (deduct)	235,438.75	140,552.80	+ 94,885.95
Total current capital.....	13,462,291.60	10,622,563.55	+ 2,840,358.05
Debits:			
Total expense current appropriation:			
Net expense..... ₱11,905,121.61			
Income reverted considered as reducing expense..... 235,438.75			
Total expense current appropriation.....	12,140,560.36	7,866,091.00	+ 4,274,469.36
Total expense miscellaneous appropriation	897,126.22	2,361,911.72	— 1,464,785.50
Total expense.....	13,037,686.58	10,228,002.72	+ 2,809,683.86
Service and miscellaneous income (deduct).....	151,686.51	51,543.81	+ 100,142.70
Total net expense	12,886,000.07	10,176,458.91	+ 2,709,541.16
Balance, December 31, 1920 (see Exhibit A)	576,921.53	446,104.64	+ 130,816.89

¹ For details see Exhibits D and E.

No. 28.—Operation Statement for 1920—Continued

EXHIBIT D.—STATEMENT OF APPROPRIATION ACCOUNT

Items	Fiscal Year 1920	Fiscal Year 1919	Increase (+) Decrease (—)
Authorization:			
New appropriation for the year.....	P13, 168, 503. 47	P10, 253, 707. 74	+ P2, 914, 795. 73
Public-service appropriation, 1920, Act 2875; 1919, Act 2785.....	12, 149, 339. 00	7, 832, 328. 00	+ 4, 317, 011. 00
Emergency Board allotment for overdraft by the Department of Mindanao and Sulu.....		21, 875. 00	— 21, 875. 00
Reversion of authorization in excess of requirements.....	(557. 35)	(495. 26)	+ (62. 09)
Indefinite appropriation, Act 357.....	3, 721. 82		+ 3, 721. 82
Appropriation for purchase and improvement of necessary land, Philippine Normal School and Philippine School of Arts and Trades, Act 2736, (Transferred from Bureau of Public Works).....		100, 000. 00	— 100, 000. 00
Appropriation for extension of free elementary instruction to all children of school age, Act 2782.....		735, 000. 00	— 735, 000. 00
Appropriation for buildings and sites, normal schools, Act 2786.....		400, 000. 00	— 400, 000. 00
Appropriation for buildings, central and barrio schools, Act 2786.....		400, 000. 00	— 400, 000. 00
Appropriation for buildings, high schools, Act 2786.....		300, 000. 00	— 300, 000. 00
Appropriation for buildings, sites, and irrigation, agricultural schools, Act 2786.....		200, 000. 00	— 200, 000. 00
Appropriation for buildings, sites, and irrigation, agricultural schools, (Transferred to buildings and irrigation system, Central Luzon Agricultural School, Act 2786).....		(50, 000. 00)	— (50, 000. 00)
Appropriation for buildings, Central Luzon Agricultural School (Transferred from buildings, sites, and irrigation, agricultural schools, Act 2786).....		30, 000. 00	— 30, 000. 00
Appropriation for irrigation systems, Central Luzon Agricultural School, (Transferred from buildings, sites, and irrigation, agricultural schools, Act 2786).....		20, 000. 00	— 20, 000. 00
Appropriation for completion of school buildings, Act 2786.....		200, 000. 00	— 200, 000. 00
Appropriation for buildings and sites, non-Christian and special provinces, Act 2786.....		50, 000. 00	— 50, 000. 00
Appropriation for the construction of a schoolhouse in the barrio of San Nicolas, municipality of Bulacan, Bulacan, to be dedicated to the memory of Marcelo H. del Pilar, Act 2794.....		15, 000. 00	— 15, 000. 00
Appropriation for buildings, high schools, Emergency Board allotment, Resolution 78, for the completion of Marinduque High School.....	4, 000. 00		+ 4, 000. 00
Appropriation for buildings and sites, normal school, Act 2898.....	400, 000. 00		+ 400, 000. 00
Appropriation for buildings and sites, central and barrio schools, Act 2898.....	450, 000. 00		+ 450, 000. 00
Appropriation for buildings, sites, and irrigation, agricultural schools, Act 2898.....	60, 000. 00		+ 60, 000. 00
Appropriation for buildings, Central Luzon Agricultural School, Act 2898.....	40, 000. 00		+ 40, 000. 00
Appropriation for buildings and sites, non-Christian and special provinces, Act 2898.....	50, 000. 00		+ 50, 000. 00
Appropriation for buildings and sites, non-Christian and special provinces, Emergency Board allotment, Resolution 55.....	12, 000. 00		+ 12, 000. 00

No. 28.—Operation Statement for 1920—Continued

EXHIBIT D.—STATEMENT OF APPROPRIATION ACCOUNT—Continued

Items	Fiscal Year 1920	Fiscal Year 1919	Increase (+) Decrease (—)
Authorization—Continued.			
Appropriation balances from prior year	P446, 104. 64	P420, 399. 62	+ P25, 705. 02
Public-service appropriation, 1919, Act 2785		12, 383. 26	— 12, 383. 26
Appropriation for insular aid, barrio, central, intermediate, and farm-school buildings, Act 2736		27, 000. 00	— 27, 000. 00
Appropriation for insular aid, provincial school buildings, Act 2736		50, 000. 00	— 50, 000. 00
Appropriation for buildings and sites, non-Christian and special provinces, Filipino girls' dormitory, Baguio, Act 2736	1, 006. 20	1, 006. 20	
Appropriation for insular aid, Manila High School, Act 2736		100, 000. 00	— 100, 000. 00
Appropriation for buildings and sites, normal schools, Act 2736		150, 000. 00	— 150, 000. 00
Appropriation for buildings, Central Luzon Agricultural School, Act 2736		754. 41	— 754. 41
Appropriation for irrigation, Central Luzon Agricultural School, Act 2736		3, 355. 75	— 3, 355. 75
Appropriation for the construction of two cottages, Baguio, Act 2736	10, 472. 97	16, 000. 00	— 5, 527. 03
Appropriation for the construction of dormitory and garage, Baguio, Act 2736	2, 585. 09	9, 900. 00	— 7, 314. 91
Appropriation for purchase and improvement of necessary land for the Philippine Nautical School, Act 2736	4, 259. 80	25, 000. 00	— 20, 740. 20
Appropriation for purchase and improvement of necessary land for the Philippine Normal School and Philippine School of Arts and Trades, Act 2736	124, 280. 74	25, 000. 00	+ 99, 280. 74
Appropriation for buildings and sites, normal schools, Act 2786	50, 000. 00		+ 50, 000. 00
Appropriation for buildings, central and barrio schools, Act 2786	95, 400. 00		+ 95, 400. 00
Appropriation for buildings, high schools, Act 2786	110, 000. 00		+ 110, 000. 00
Appropriation for buildings, sites, and irrigation, agricultural schools, Act 2786	45, 000. 00		+ 45, 000. 00
Appropriation for buildings, Central Luzon Agricultural School, Act 2786	106. 44		+ 106. 44
Appropriation for irrigation, Central Luzon Agricultural School, Act 2786	2, 993. 40		+ 2, 993. 40
Net authorization	13, 614, 608. 11	10, 674, 107. 36	+ 2, 940, 500. 75
Conversions and balances:			
Appropriation charges	13, 037, 686. 58	10, 228, 002. 72	+ 2, 809, 683. 86
Salaries	2, 859, 100. 80	2, 651, 944. 11	+ 207, 156. 69
Bonuses	565, 305. 82	514, 642. 42	+ 50, 663. 40
Wages	88, 379. 86	71, 415. 36	+ 16, 964. 50
Travel expense of personnel	335, 935. 57	271, 418. 55	+ 64, 517. 02
Freight, express, and delivery service	33, 189. 95	28, 450. 68	+ 4, 739. 27
Postal, telegraph, telephone, and cable service	29, 108. 74	29, 501. 96	— 393. 22
Illumination and power service	10, 338. 21	8, 496. 23	+ 1, 841. 98
Miscellaneous service	42, 992. 22	27, 013. 92	+ 15, 978. 30
Rental of buildings and grounds	11, 000. 00	3, 705. 00	+ 7, 395. 00
Consumption of supplies and materials	1, 160, 605. 28	792, 503. 89	+ 368, 101. 39
Printing and binding reports, documents, and publications	7, 661. 60	14, 574. 13	— 6, 912. 53
Cash contribution and gratuities (other than to local governments)	43, 756. 10	51, 085. 68	— 7, 329. 58
Travel expense of personnel not government employees	5, 461. 07	3, 767. 71	+ 1, 693. 36
Maintenance and repair (contract payment only)	10, 163. 67	7, 185. 18	+ 2, 978. 49
Purchase of equipment	41, 593. 06	79, 872. 27	— 38, 279. 21
Purchase of public works	51, 226. 22	85, 311. 72	— 34, 085. 50
Deterioration of supplies and sales stock	3, 390. 51	15, 346. 58	— 11, 956. 07
Extraordinary losses	340. 90	157. 17	+ 183. 73
Cash contributions to local governments	7, 738, 137. 00	5, 571, 610. 16	+ 2, 166, 526. 84

No. 28.—*Operation Statement for 1920*—Continued

EXHIBIT D.—STATEMENT OF APPROPRIATION ACCOUNT—Continued

Items	Fiscal Year 1920	Fiscal Year 1919	Increase (+) Decrease (—)
Conversions and balances—Continued.			
Appropriation balances carried forward.....	P576, 921. 53	P446, 104. 64	+ P130, 816. 89
Appropriation for buildings and sites, non-Christian and special provinces, Filipino girls' dormitory, Baguio, Act 2736.....	1, 006. 20	1, 006. 20	-----
Appropriation for the construction of two cottages, Baguio, Act 2736.....	8, 766. 20	10, 472. 97	— 1, 706. 77
Appropriation for the construction of dormitory and garage, Baguio, Act 2736.....	-----	2, 585. 09	— 2, 585. 09
Appropriation for purchase and improve- ment of necessary land for the Philip- pine Nautical School, Act 2736.....	4, 259. 80	4, 259. 80	-----
Appropriation for purchase and improve- ment of necessary land for the Philip- pine Normal School and Philippine School of Arts and Trades, Act 2736.....	120, 620. 74	124, 280. 74	— 3, 660. 00
Appropriation for buildings and sites, normal schools, Act 2786.....	-----	50, 000. 00	— 50, 000. 00
Appropriation for buildings, central and barrio schools, Act 2786.....	-----	95, 400. 00	— 95, 400. 00
Appropriation for buildings, high schools, Act 2786.....	-----	110, 000. 00	— 110, 000. 00
Appropriation for buildings, sites, and irrigation, agricultural schools, Act 2786.....	-----	45, 000. 00	— 45, 000. 00
Appropriation for buildings, Central Lu- zon Agricultural School, Act 2786.....	-----	106. 44	— 106. 44
Appropriation for irrigation, Central Luzon Agricultural School, Act 2786.....	-----	2, 993. 40	— 2, 993. 40
Appropriation and fund account, Act 2875.....	12, 406. 94	-----	+ 12, 406. 94
Appropriation for buildings and sites, normal schools, Act 2898.....	180, 000. 00	-----	+ 180, 000. 00
Appropriation for buildings and sites, central and barrio schools, Act 2898.....	218, 000. 00	-----	+ 218, 000. 00
Appropriation for buildings, sites, and irrigation systems, agricultural schools, Act 2898.....	10, 000. 00	-----	+ 10, 000. 00
Appropriation for buildings, Central Luzon Agricultural School, Act 2898.....	(638. 35)	-----	+ (638. 35)
Appropriation for buildings and sites, non-Christian and special provinces, Act 2898.....	22, 500. 00	-----	+ 22, 500. 00
Total conversions and balances.....	13, 614, 608. 11	10, 674, 107. 36	+ 2, 940, 500. 75

Oversized Foldout

No. 30.—Summary of Property Transactions and Statement of Sales

A table showing, by divisions and for the Islands, a summary of property transactions and a statement of sales during the fiscal year 1920.

Items	On Hand January 1, 1920	Issued	Expended	Sold	On Hand December 31, 1920	Statement of Sales (Primary Textbooks, etc.)
Equipment:						
Abra	P607.51	P18.36			P625.87	P6,762.27
Agusan						1,449.11
Albay	848.97	468.98	P79.48		1,236.47	11,443.34
Antique	1,528.34	3.31		P462.11	1,064.54	8,768.48
Bataan	1,316.66	5.67	261.05		1,061.28	4,439.00
Batanes						
Batangas	30.48	6.15	(12.80)		49.43	19,816.52
Bohol	1,661.30	26.35			1,688.15	18,739.32
Bukidnon	288.50	33.00			316.50	68.34
Bulacan	1,776.57	23.59	6.14		1,794.02	18,431.17
Cagayan	1,112.53	6.14			1,118.67	13,519.18
Canarines	1,255.42	76.14	79.82		1,249.74	14,471.08
Capiz	1,544.26	1,429.98	35.00	47.99	2,891.20	12,943.42
Cavite	2,946.01	108.62	30.00		3,024.63	14,586.40
Cebu	1,742.41	226.64	119.54	565.40	1,284.11	44,974.23
C. L. A. S. ¹	80,696.21	8,416.12	5,179.06	222.99	83,710.28	6,413.60
City schools	34,763.68	2,759.62	(599.16)		38,122.46	59,799.51
Cotabato	2,626.00	28.69			2,653.69	138.28
Davao						217.04
General Office	97,958.96	8,202.54	12,747.12	115.75	93,298.63	7,803.80
General Sales Department						405,347.93
Ilocos Norte	2,349.80	4,904.92	(35.47)		7,290.19	24,923.73
Ilocos Sur	755.23	50.12	30.00		775.35	21,406.00
Iloilo	2,822.25	119.54	119.54	2.25	2,820.00	30,406.96
Industrial Museum	6,061.14	65.70	801.19	14.00	5,311.55	
Isabela	340.20				340.20	7,788.08
Laguna	222.51	62.84	(41.60)		326.95	19,566.15
Lanao		27.90			27.90	449.68
Leyte	3,064.17	147.37	143.79	440.00	2,627.75	26,025.81
Mindoro	5.00				5.00	3,892.74
Misamis	1,053.16	13.65			1,066.81	7,765.38
Mountain Province		3.15			3.15	774.69
Nautical School	11,147.50	1,026.70	569.62	9.38	11,596.30	720.91
Normal School	53,280.16	3,238.93	506.10	164.35	55,848.64	11,764.44
Nueva Ecija	2,857.83	26.83		1,190.56	1,694.10	11,003.90
Nueva Vizcaya						3,410.88
Occidental Negros	2,825.78	22.23	543.02		2,304.99	19,369.71
Oriental Negros	1,993.43	6.14	856.46	10.72	1,132.39	12,875.49
Palawan						4,519.52
Pampanga	1,742.32	45.82	(10.86)		1,799.00	13,038.92
Pangasinan	2,828.98	23.20	1,327.78	235.46	1,288.94	51,672.33
Rizal		15.59			15.59	18,898.65
Romblon	438.35	70.00	70.00		438.35	4,812.98
Samar	10,518.83	417.59	130.00		10,806.42	8,645.87
Sorsogon	11,468.49	342.10	21.44		11,784.15	13,240.97
Sulu	51.10	24.00	51.10		24.00	79.10
Surigao		330.75			330.75	3,772.49
Tarlac	1,983.27	6.15	26.17		1,963.25	19,434.17
Tayabas	2,752.28	152.62	347.55	7.68	2,549.67	26,811.85
Teachers Camp	68,368.64	7,189.71	1,888.18	37.17	73,633.00	11.80
Trade School	96,415.37	4,654.24	(7,154.21)	2,435.20	105,789.33	4,573.19
Union	595.04	6.14	571.54		29.64	18,451.17
Zambales						9,261.09
Zamboanga		183.13	12.00		171.13	2,157.03
Total equipment	518,625.14	45,016.91	18,697.78	5,961.01	538,983.26	1,066,666.65
Land	635,987.77	3,660.00			639,647.77	
Buildings, School of Arts and Trades	41,430.00				41,430.00	
Buildings and improvements	1,722,209.08	45,548.06			1,767,757.14	
Irrigation head-control, canals, and laterals	57,006.60	2,555.61			59,562.21	
Water supply head-control, reservoirs, pumping stations, and conduits	4,866.24				4,866.24	
Consumable supplies	1,959,647.71	1,390,544.06	192,812.63	575,823.25	2,581,556.89	
Grand total	4,939,772.54	1,487,324.64	211,510.41	581,784.26	5,633,802.51	1,066,666.65

¹ Central Luzon Agricultural School.

No. 31.—Insular, Provincial, and Municipal Expenditures for Education during the Period 1912 to 1919

Year	Insular		Provincial	Municipal	Total
	Instruction and Administration	Public Works			
1912	P3,906,455.95	P348,066.39	P277,272.43	P2,211,091.36	P6,742,886.13
1913	3,991,034.73	479,836.22	386,421.10	2,455,660.18	7,312,952.23
1913 (6 mos.)	2,391,688.41	401,185.16			2,792,873.57
1914	4,080,055.98	509,678.01	472,538.29	2,303,304.34	7,365,576.62
1915	4,174,106.54	731,189.62	443,166.96	2,164,813.69	7,513,276.81
1916	4,323,719.10	383,996.88	463,843.76	2,394,787.79	7,566,347.53
1917	4,800,205.84	376,582.58	431,018.20	3,614,514.70	9,222,321.32
1918	5,339,651.34	727,625.99	715,614.63	4,098,808.01	10,881,699.97
1919	8,460,538.20	1,626,911.72	468,024.58	3,715,552.05	14,271,026.55
	41,467,456.09	5,585,072.57	3,657,899.95	22,958,532.12	73,668,960.73

The data for Insular expenditures are shown for 8½ years due to the change in the fiscal year in 1913; while for provincial and for municipal expenditures data for 8 years only are shown.

No. 32.—Insular, Provincial, and Municipal Expenditures by Provinces

This table consolidates the provincial and the municipal expenditures for salaries, wages, and contingent expenses for school purposes during the fiscal year 1919, and the Insular expenditures during the fiscal year 1920.

Provinces	Insular	Provincial	Municipal	Total (1920)	Total (1919)
Provinces regularly organized:					
Manila	P307,202.04		P834,405.98	P1,141,608.02	P867,842.37
Abra	105,229.43	P61,449.89	23,034.10	194,713.42	118,227.10
Albay	269,338.63	26,224.65	191,014.37	486,577.65	342,982.95
Antique	160,181.53	11,330.37	86,180.86	257,692.76	137,695.38
Bataan	80,215.20	5,883.81	37,283.72	122,882.73	76,497.13
Batangas	281,532.11	23,967.24	233,616.67	539,116.02	395,434.02
Bohol	357,967.95	21,359.25	202,453.98	581,781.18	399,628.44
Bulacan	291,187.76	9,039.20	278,320.41	578,547.37	394,515.67
Cagayan	260,308.36	11,255.93	117,332.68	388,896.97	263,107.36
Camarines	252,647.92	58,542.91	125,739.76	436,930.59	313,348.45
Capiz	270,522.76	11,329.51	203,966.29	485,818.56	363,799.21
Cavite	222,688.34	12,334.22	129,707.10	364,729.66	263,640.57
Cebu	694,470.04	35,148.36	402,221.91	1,131,840.31	648,266.12
Ilocos Norte	314,966.98	131,142.14	167,433.15	613,542.27	346,515.05
Ilocos Sur	295,402.52	27,621.88	149,507.27	472,531.67	298,196.22
Iloilo	530,393.87	70,058.11	347,587.49	948,039.47	658,806.50
Isabela	140,711.76	9,516.54	87,513.21	237,741.51	161,083.68
Laguna	259,169.47	14,870.41	255,192.96	529,232.84	342,267.83
Leyte	512,611.80	64,179.24	328,262.63	905,053.67	506,732.28
Misamis	178,214.50	8,997.82	86,061.31	273,273.63	159,086.25
Nueva Ecija	277,218.74	6,778.90	164,701.64	448,699.28	257,034.04
Occidental Negros	354,164.26	14,809.68	239,222.95	608,196.89	419,584.90
Oriental Negros	229,939.70	24,378.79	141,756.45	396,074.94	267,657.05
Pampanga	267,997.62	65,047.22	210,924.12	543,968.96	375,951.24
Pangasinan	662,886.29	19,224.38	369,063.68	1,051,174.35	615,492.28
Rizal	242,962.43	20,490.83	151,193.47	414,646.73	302,549.12
Romblon	82,132.42	10,686.69	49,961.07	142,780.18	93,724.73
Samar	325,440.99	94,895.01	174,042.54	594,378.54	349,948.11
Sorsogon	212,834.90	16,095.99	118,908.50	347,839.39	229,011.70
Office of superintendent of private schools	10,511.26			10,511.26	10,019.14
Surigao	158,195.85	19,309.96	59,766.06	237,271.87	130,628.08
Tarlac	223,249.70	11,819.38	119,343.33	354,412.41	262,913.11
Tayabas	351,718.71	48,023.13	276,348.27	676,090.11	420,695.46
Union	239,243.68	14,801.00	184,030.42	438,075.10	274,279.23
Zambales	133,095.56	11,660.04	78,924.09	223,679.69	141,875.07
Total, regularly organized provinces	9,556,555.08	991,772.48	6,630,022.44	17,178,350.00	11,199,025.84

No. 32.—*Insular, Provincial, and Municipal Expenditures by Provinces—Continued*

Provinces	Insular	Provincial	Municipal	Total (1920)	Total (1919)
Provinces not regularly organized:					
Batanes	P16,083.48	P5,064.31	P8,143.55	P29,291.34	P26,877.34
Department of Mindanao and Sulu	24,854.77			24,854.77	55,892.16
Agusan	108,064.09	25,968.05	80,068.63	214,100.77	155,334.04
Bukidnon	83,815.54	25,240.67	62,924.40	171,980.61	122,943.05
Cotabato	163,927.03	75,839.24	83,154.31	327,920.58	224,244.89
Davao	132,398.66	60,114.23	98,648.45	291,161.34	215,595.64
Lanao	148,908.85	13,971.81	87,593.01	250,468.67	193,964.20
Sulu	198,510.21	53,442.99	121,154.08	373,107.28	257,719.90
Zamboanga	328,774.53	221,059.10	123,226.98	673,054.61	515,398.49
Mindoro	105,043.08	65,902.42	46,207.50	217,153.00	113,337.60
Mountain	342,608.86	37,523.41	154,214.67	534,346.94	423,677.88
Nueva Vizcaya	103,837.14	36,078.76	44,286.24	184,202.14	143,941.64
Palawan	98,508.38	4,211.67	21,446.68	124,166.73	80,668.45
General Office	359,135.30			359,135.30	341,652.39
Insular Schools	580,383.96			580,383.96	522,915.80
Allotments, undistributed (see Table No. 29)	(215,843.60)			(215,843.60)	262,424.79
Sales income and revertible receipts	(235,438.75)	(253,058.56)		(488,497.31)	(140,552.80)
Total, provinces not regularly organized	2,348,566.53	371,352.10	931,068.50	3,650,987.13	3,516,035.41
Total all provinces	11,905,121.61	1,363,124.58	7,561,090.94	20,829,337.13	14,715,061.25
Plus permanent improvements	897,126.22			897,126.22	1,626,911.72
Insular aid to municipalities and provinces		(895,000.00)	(3,845,538.89)	(4,740,538.89)	(1,440,100.41)
Net expenditures	12,802,247.83	468,124.58	3,715,552.05	16,985,924.46	14,901,872.56

In addition—

Voluntary contributions (regular and special provinces)	P799,537.84	P682,549.58
	17,785,462.30	15,584,422.14



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THE GOVERNMENT OF THE PHILIPPINE ISLANDS
DEPARTMENT OF PUBLIC INSTRUCTION
BUREAU OF EDUCATION

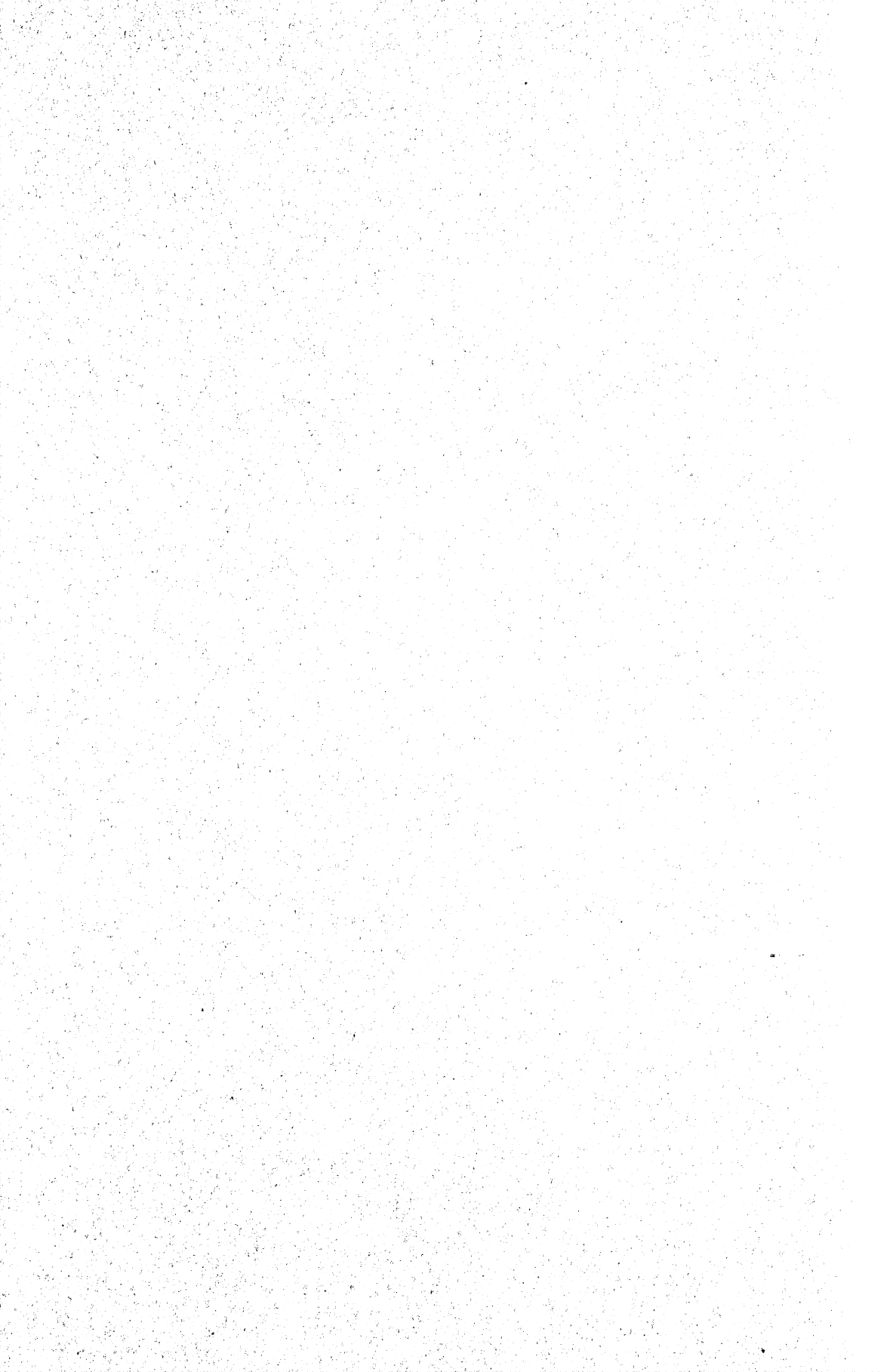
**TWENTY-SECOND ANNUAL
REPORT OF THE DIRECTOR
OF EDUCATION**

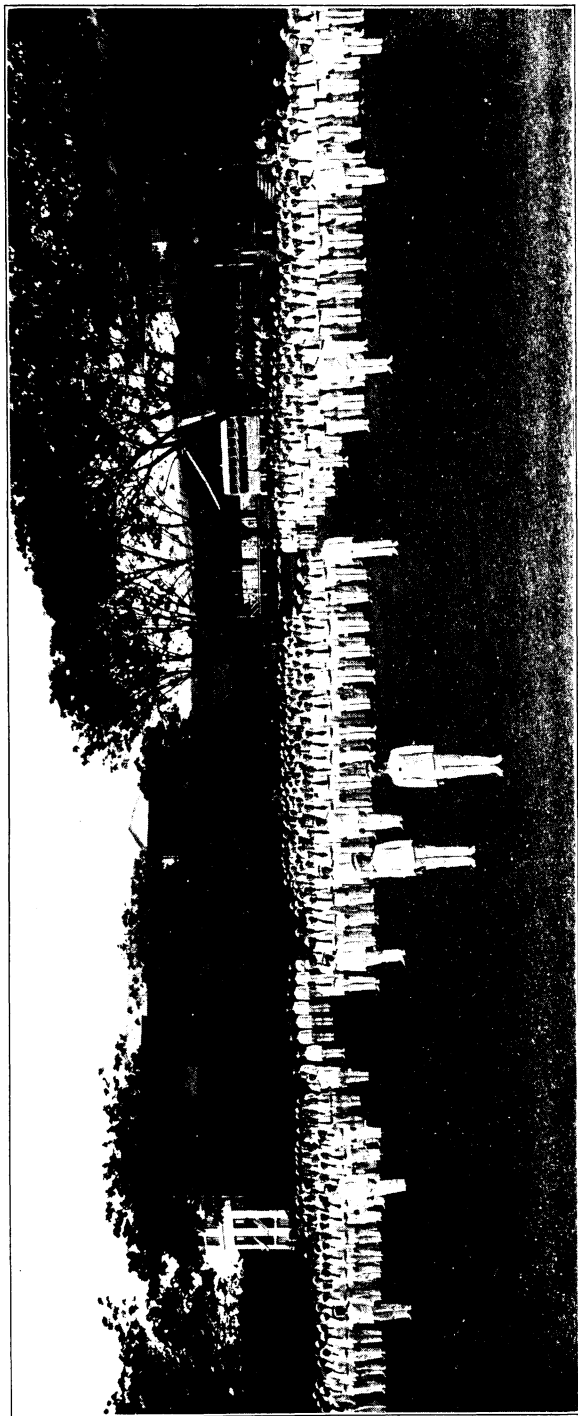
JANUARY 1, 1921, TO DECEMBER 31, 1921



MANILA
BUREAU OF PRINTING
1922

187019





Student military-training corps, Iloilo High School, Iloilo.

THE GOVERNMENT OF THE PHILIPPINE ISLANDS
DEPARTMENT OF PUBLIC INSTRUCTION
BUREAU OF EDUCATION

TWENTY-SECOND ANNUAL REPORT OF THE DIRECTOR OF EDUCATION

JANUARY 1, 1921, TO DECEMBER 31, 1921



MANILA
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TABLE OF CONTENTS

	Page.
GENERAL STATEMENT	7
Schools Exempted from Serious Financial Limitations.....	7
Provision of Schools for All a Momentous Problem.....	7
Acceleration in Appropriations Should Continue.....	8
Outline of Four-Year Program.....	8
Duty of Public with Reference to Free Education.....	12
Schools Everywhere Bearing More Burdens.....	12
Schools Here Have Extra Task of Making English Common Language	12
Spread of English not Just a School Problem.....	13
Teamwork Needed to Give English Proper Status.....	13
Legislation in 1921.....	13
EXTENSION OF ELEMENTARY EDUCATION.....	14
Provided for by Act 2782.....	14
Distribution of Funds from Act 2782.....	14
Shortage in Municipal Funds and Resort to Contributions.....	15
Collection of Contributions not Desirable.....	16
Growth since December, 1918.....	16
INCREASING DEMAND FOR SECONDARY EDUCATION.....	17
As Result of Extension of Elementary Education.....	17
Secondary Enrolment	17
Secondary Schools	17
Provinces without Secondary Schools.....	17
Money and Teachers Needed.....	18
Legislation Proposed	18
COURSES OF STUDY	18
New Ideals as to Content and Method of Education.....	18
Early Improvements Here.....	19
Citizenship an Aim from Beginning	19
Early Inquiry into Industrial Situation.....	19
Educational Program under Way.....	20
Conception of New Program in America.....	20
Changes and Growth Here.....	20
Further Changes Essential.....	20
Local Conditions Considered.....	20
Our School Curriculum.....	21
Industry Has Place in General Course.....	21
Elementary Courses	21
New Primary Course.....	21
New Intermediate Course Contemplated.....	23
Secondary Courses	23
New Course in Secondary English.....	23
New Normal Courses.....	23
SUPERVISION	24
As a Means of Developing Professional Proficiency.....	24
Of Vital Importance	24
Increases Efficiency	24
One of First Duties of School Men.....	25
The Supervisory Force	25
Training of Supervisors	25
More Supervising Districts	26
Shortage of Funds Retards Supervision.....	26

	Page.
ACADEMIC EDUCATION	26
Undertakings Connected Therewith	26
Language Undertaking Distinctive	26
No Change in Policy Regarding Language Question	26
Direct Method Satisfactory	27
Fluency Comes through Practice	27
More Emphasis on Expression	27
Better-English Week	27
Instruction in Language and Reading	28
What Standard Tests Show	28
New Requirements in Fourth Year	29
Philippine News Review	29
Improvement in Academic Instruction	29
INDUSTRIAL EDUCATION	29
Fundamental Aims	30
Form That Industrial Work Should Take	30
First Thought to Pupils	30
Improvement in Industrial Instruction	31
Training of Industrial Teachers	31
Change in Sentiment	31
Training for Boys and Training for Girls	31
Sewing	32
Cooking and Housekeeping	32
Embroidery and Lace Making	32
Handweaving	32
Gardening and Club Work	32
Woodworking	33
General Sales Department	33
Statistical Information	33
PHYSICAL EDUCATION	33
Its Importance	33
Effect on Average Schoolboy	33
Required in All Schools	33
Course Outlined	34
Unifying Effects of Athletic Contests	34
1921 Contests	34
Far Eastern Olympiad	35
HEALTH EDUCATION	35
Corrective and Preventive	35
Nurses	35
Schools Help during Epidemics	36
Spread Health Information	36
Distribute Medicines	36
Help in Other Ways	36
THRIFT EDUCATION	36
Receiving More Attention	36
Encouraging Pupils to Save	37
Material for Lessons in Thrift	37
AGRICULTURAL EDUCATION	38
Cannot Be Overemphasized	38
Schools of Agriculture	38
Decrease in Appropriations	38
Agricultural-Education Bill	39
Work in Regular Elementary Schools	39
Gardening	39
Club Work	39
Tree Planting	39
Statistical Information	40
EDUCATION AMONG NON-CHRISTIANS	40
Purpose	40
Extension Hindered	40
Teachers for non-Christian Schools	40
Buildings and Equipment in Far-Away Regions	41
More non-Christians in School	41

EDUCATION AMONG NON-CHRISTIANS—Continued.	Page.
Education among non-Christians Different.....	41
Types of Schools among non-Christians.....	41
Much Yet to Be Done.....	42
INSULAR SCHOOLS OF SPECIAL TYPE.....	42
Vocational.....	42
Enrolment in Each.....	42
Philippine Normal School.....	43
Central Luzon Agricultural School.....	44
Philippine School of Arts and Trades.....	44
Philippine School of Commerce.....	45
Philippine Nautical School.....	45
School for the Deaf and the Blind.....	45
SCHOOL LIBRARIES.....	45
Mission.....	45
Care in Choosing Books.....	46
Library Reorganization.....	46
Library Inspection.....	46
Course in Library Practice.....	46
Library Manual.....	46
Teachers in Charge.....	46
Gains Made.....	47
TEXTBOOKS, PUBLICATIONS, AND OTHER PRINTED MATERIAL.....	47
Adaptation of Textbooks to Local Needs.....	47
Next Adoption of Textbooks in 1923.....	47
Bureau of Education Publications.....	47
Planotyped and Mimeographed Material.....	48
SCHOOL BUILDINGS AND SCHOOL SITES.....	48
Their Provision a Great Problem.....	48
Trying Circumstances during 1921.....	48
Temporary Buildings Resorted To.....	49
Permanent Buildings Started.....	49
Normal-School Buildings.....	49
Buildings Rented.....	49
Buildings Destroyed.....	49
Insurance of Buildings.....	50
School Sites.....	50
SCHOOL FINANCES.....	50
Net Total of School Expenditures.....	50
Insular Funds.....	50
Insular Expenditures.....	51
1920 Figures for Local Expenditures.....	51
Provincial Expenditures.....	51
Municipal Expenditures.....	51
Voluntary Contributions.....	51
APPENDICES.....	53
A. Graphs.....	53
B. Bureau of Education Personnel.....	65
C. Courses of Study.....	68
D. Textbooks.....	73
E. Statistical Tables.....	76
1. Schools, Enrolment, Attendance, and Percentages of Attendance.....	76
2. Enrolment by Grades and by Sexes.....	78
3. Enrolment of Secondary Students by Courses.....	84
4. Enrolment of Intermediate Pupils by Courses.....	92
5. Enrolment, Pupils Dropped, and Percentages of Pupils Dropped.....	96
6. Promotions of Pupils.....	100
7. Percentages of Pupils Promoted.....	104
8. The Average Number of Pupils per Teacher.....	110
9. Classification of Teachers.....	112
10. Attainments of Filipino Teachers.....	116
11. Average Monthly Salaries of Filipino Municipal Teachers.....	118

APPENDIXES—Continued.

Page.

E. Statistical Tables—Continued.

12. Percentages of Filipino Municipal Teachers Receiving Certain Monthly Salaries	120
13. Libraries	122
14. Agricultural Schools	130
15. Farm Schools	132
16. Settlement Farm Schools	134
17. Agricultural Clubs	136
18. School and Home Gardens.....	140
19. Garden Days	142
20. Nurseries	143
21. Industrial Enrolment and Production.....	144
22. Voluntary Contributions	148
23. Medical and Dental Examination of Pupils.....	150
24. School Sites	152
25. Permanent, Mixed-Material, and Temporary School Buildings	154
26. Insular Funds for School-Building Construction.....	158
27. Insular, Provincial, and Municipal Expenditures for School Purposes during the Period 1912 to 1920....	159
28. Operation Statement for 1921.....	159
29. Insular Expenditures	164
30. Total Expenditures for School Purposes.....	165
31. Insular, Provincial, and Municipal Expenditures for School Purposes by Provinces.....	166
32. Summary of Property Transactions and Statement of Sales	168

TWENTY-SECOND ANNUAL REPORT OF THE
DIRECTOR OF EDUCATION

MANILA, *February 16, 1922*

The Honorable

The SECRETARY OF PUBLIC INSTRUCTION

Manila, P. I.

SIR: In compliance with the requirements of law, the undersigned has the honor to submit herewith the Twenty-Second Annual Report of the Director of Education which covers the calendar year 1921.

GENERAL STATEMENT

The public schools were exempted in a large measure from the limitations that, because of financial difficulties, had to be imposed during 1921 on many of the undertakings of the Philippine Government. We are therefore in a position to report for the year much more progress in some of the phases of educational work than would have been possible otherwise. But with the Insular, provincial, and municipal governments still beset with financial troubles and with the public services still facing restrictions on account of these troubles, the educational outlook for 1922 lacks the promise that in other years has had so much to do in this country with the stimulation of educational effort.

Something more than a million children are now reached by the public schools.¹ However, this is but a little more than a third of the school population—now estimated to be about three million. The provision of school facilities for all, or for even say two thirds, of the school population, is one of the greatest and most momentous of all the tasks that the Government of the Philippine Islands now has before it. The accomplishment of this task involves problems that are of tremendous concern, and carries with it questions that are of supreme significance from the

¹ The total annual enrolment in all of the public schools of the Islands as of December, 1921, was 1,070,255.

standpoint of democratic self-government, success in which must depend on an enlightened citizenry, an informed public opinion, and national solidarity, which can come only through common education and a common language.

It has been estimated that the school population of the country increases by about 2 per cent each year. For the last three years the public schools have been able, largely because of liberal acceleration in appropriations for school purposes, to take care of this increase and, in addition, to furnish school facilities to tens of thousands of other pupils who previously had been without school advantages. If this same degree of acceleration in appropriations continues through the coming years, it will not be long before we shall have free educational advantages in reach of a reasonably large percentage of children of school age. But if it does not continue, there will come as a result, first, stagnation and, then, decline.

Near the end of the year, in response to a request from the Office of the Governor-General, we outlined for the next four years an educational program that we should like to see put into effect. Since we said so many things in that outline that we should like to say in this report, we are taking the space here to quote from it the following:

OBJECTIVES

In formulating an educational program for the Islands, consideration must be given to the following fundamental objectives, finally to be attained:

1. To extend primary education until every child has the opportunity to attend a complete primary school within three kilometers of his home.
2. To extend intermediate education until every primary graduate has the opportunity to attend a complete intermediate school in the municipality in which he lives or in the municipality nearest his home.
3. To extend secondary education until every intermediate graduate has the opportunity to attend a complete secondary school in the province in which he lives.
4. To extend vocational (agricultural, normal, trade, commercial, and domestic-science) education to the limits that social conditions demand and that economic conditions make feasible.
5. To provide each school with site, building, equipment, and supplies that are conducive to the highest type of instruction.
6. To have the education of the children of the country receive primary consideration at all times and to always have the Government realize its obligation thereto.
7. To bring about additional taxation for school purposes, because it is the keystone to improvement in, and extension of, all educational work.
8. To have a curriculum so well balanced and so flexible that all of the children may be developed into good healthy citizens, trained for occupations that interest them. (To this end, the curriculum must include instruction (1) in at least the "three R's," to make for literacy; (2) in physical culture and in health measures, to make for physical vigor and bodily well-being; (3) in some vocation, to make for economic power; (4) in good manners and right conduct, to encourage the formation of habits of courtesy and of morality; (5) in civics, to develop habits of thought and of action that are fundamental in the conduct of a successful democratic government.)

9. To make the use of English so general that it cannot help but become the common language of the people. (There can be neither unity of thought, nor national ideals, nor freedom from propaganda that is destructive to democratic principles and ideals, until all of the people of the country are able to read, to write, and to think in a common tongue.)

10. To have all teachers possessed with at least four years of education or preparation, including attendance upon a normal course, beyond the completion of the intermediate school. (This objective should be reached by June, 1926. Provision should be made for summer courses at our normal schools and at the College of Education of the University of the Philippines, to enable teachers already in the service to obtain such further education and training as may be required to meet the standard set for that time.)

11. To bring about the recognition of the teacher as the great factor in educational progress and to put into effect salary schedules that will attract to the teaching service an adequate supply of trained teachers.

12. To have teachers' cottages in connection with all schools, particularly in connection with barrio schools. (The residence of a teacher in a cottage on the barrio school site is prerequisite to giving the teacher and the school the place in the life of the barrio that they deserve; that is, to make them the center of the social life of the community.)

The attainment of these objectives is largely a matter of money. But it would not be possible to attain them immediately, even if sufficient funds were available. However, it would not be impossible to reach them within a period of years, if those years are marked by acceleration in the financial support of public education.

There are a number of limited or intermediate objectives that come into play in connection with the attainment of the final objectives. They include all steps that can possibly be taken to reach the final goal, consideration being given to the development of the wealth of the country and to the rapidity with which it is possible to enlarge the supervising and the teaching force without sacrificing efficiency.

PLAN OF PROCEDURE FOR NEXT FOUR YEARS

The enrolment to be aimed at for 1922 should be 1,100,000; for 1923, 1,200,000; for 1924, 1,300,000; for 1925, 1,400,000.

During the next four years, the provision of more adequate sites and buildings, the provision of more and better equipment and supplies, the provision of enough textbooks, and strengthening of personnel for the schools that we already have, should take precedence over the opening of new schools.

The strengthening of personnel needs to come more through increase in attainments, in experience, and in efficiency than through increase in number. Salaries should be made high enough to hold the superintendents, the supervisors, and the teachers who are qualified to do the work that they are called on to do. There should be more money for travel in order that supervisors may do more effective work. There should be further development of facilities for normal instruction. And there should be required higher standards as to qualifications for employment.

Continued emphasis must be placed on vocational education. Much more money is needed for normal and for agricultural education. The trade courses need to be more diversified. Business education should be extended to places where conditions demand it.

To do these things, we need for 1922, ₱21,700,000; for 1923, ₱24,100,000; for 1924, ₱26,500,000; and for 1925, ₱28,900,000.

At present, our public-school system is financed by funds obtained (1) from Insular sources, through annual appropriations from the general funds accruing to the Insular Government; (2) from provincial sources, through annual appropriations from the general provincial funds; (3) from municipal sources, through the land tax (one fourth of one per cent

of the assessed value of property) and through internal revenue (10 per cent of the revenue from this source on the basis of collections for the year 1909); and (4) from voluntary contributions, which during 1921 amounted to about one million pesos.

From all of these sources except voluntary contributions, it is estimated that the income for the next four years should be about as follows:

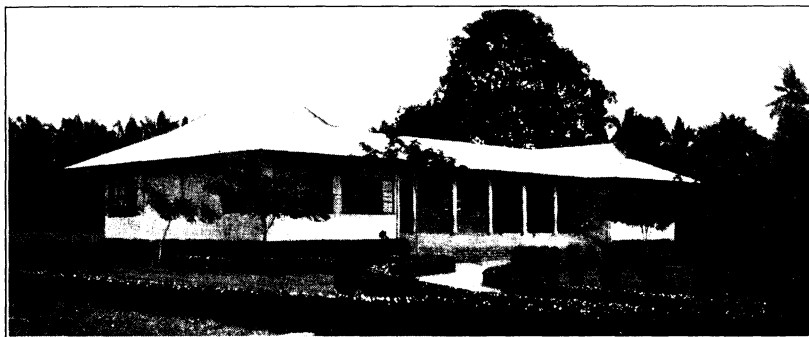
For 1922	
Insular	₱17,000,000
Municipal:	
Land tax ¹	2,500,000
Internal revenue	720,000
Provincial	500,000
Total	20,720,000
For 1923	
Insular	19,400,000
Municipal:	
Land tax ¹	3,000,000
Internal revenue	720,000
Provincial	500,000
Total	23,620,000
For 1924	
Insular	19,400,000
Municipal:	
Land tax ¹	3,100,000
Internal revenue	720,000
Provincial	500,000
Total	23,720,000
For 1925	
Insular	19,400,000
Municipal:	
Land tax ¹	3,200,000
Internal revenue	720,000
Provincial	500,000
Total	23,820,000

It may be seen from the following table how far the estimates just given fall short of the total amounts needed:

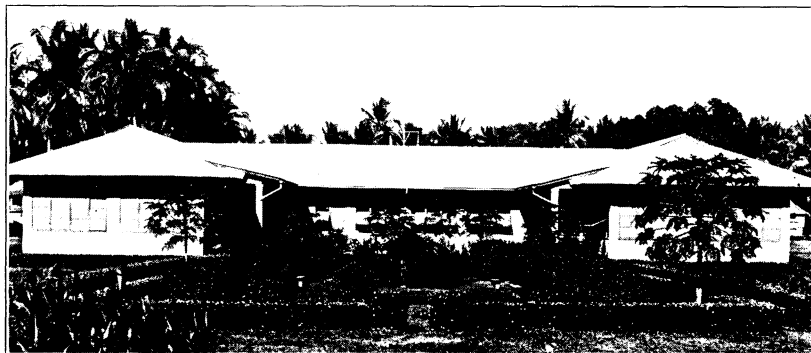
Year	Total Amount Needed	Total Estimated Income from In- sular, Provincial, and Municipal Sources	Additional Amount Needed
1922	₱21,700,000	₱20,720,000	₱980,000
1923	24,100,000	23,620,000	480,000
1924	26,500,000	23,720,000	2,780,000
1925	28,900,000	23,820,000	5,080,000

It is thought that the Insular Government will not be able to provide more than ₱19,400,000 for school purposes in 1923 and in each of the two years immediately following. Additional amounts if made available for school purposes will therefore have to be provided in other ways.

¹ In calculating the land tax, the reassessed valuation as furnished by the Executive Bureau was taken as a basis of estimate.



Central School building, Valencia, Bohol.



Rear view, Central School building, Cagayan, Misamis.



Tanauan Primary School building, Tanauan, Leyte.



Dismissal, Antipolo Elementary School, Antipolo, Rizal.

The additional amount of ₱980,000 needed for 1922 will have to be supplied through voluntary contributions, which as has been said elsewhere amounted to about one million pesos during 1921.

The additional amounts needed for 1923, 1924, and 1925 may be provided through increases in the land tax and in the cedula tax.

LEGISLATION

Legislation providing for these increases in taxation should be permissive at first, but should become obligatory for all provinces and municipalities as soon as 75 per cent of the local governments make it effective. To help encourage the development of public opinion on such questions, the putting of this sort of taxation into effect should depend on the vote of the people rather than on the decision of provincial boards or municipal councils.

It should be understood that if local governments should not avail themselves of the opportunity of thus obtaining more money for educational purposes, the extension of public education would have to be abandoned, since attention would then have to be confined to the improvement of conditions in schools already in existence. To encourage local governments to take the desired attitude in this matter, the distribution of Insular aid after 1923 might be made to some extent on the basis of the efforts that they put forth along this line.

The tax rate in the Philippines has always been exceedingly low. But the time has arrived for the people, through their representatives, to decide whether they will continue with the present low rate of taxation at the expense of progress or whether they will approve of a higher rate that will be compatible with progress. Greatly increased revenues are indispensable to improvement and expansion of educational work.

It is suggested that the permissive legislation providing for increases in the land tax and in the cedula tax include the following:

1. An increase of one eighth of one per cent in the rate of the land tax for provincial school purposes and an increase of one fourth of one per cent in the rate of the land tax for municipal school purposes. (These increases would make the maximum rate of land tax to be levied only one and one fourth per cent, instead of seven eighths of one per cent, as it is at present. From these increases would be derived about ₱1,500,000 a year for provincial school purposes and about ₱3,000,000 a year for municipal school purposes, calculating on the basis of the reassessed valuation of property.)
2. An increase of one peso in the cedula tax, 20 per cent of this increase to be for provincial school purposes and 80 per cent to be for municipal school purposes. (From this increase would be derived about ₱2,300,000 or more a year for educational purposes.)

There are five other measures that we wish to suggest in addition to the two just mentioned. They are as follows:

1. Provision for the allotment of the inheritance tax as a fund for the purchase and improvement of school grounds and for the purchase, erection, and repair of school buildings. (Twenty per cent of the income from this source should be for provincial school purposes and 80 per cent should be for municipal school purposes. For the last two or three years, the inheritance tax has averaged more than ₱200,000 a year. The legislation, if passed, will not provide funds for the large number of permanent school buildings that are urgently needed.)
2. Provision of a law requiring that in case local governments do not take advantage of the opportunity to increase the land tax or the cedula tax or both, at least 10 per cent of provincial revenues from all sources be set aside as a special school fund.
3. Provision of a law setting aside from 10 to 20 per cent of all public lands to provide a permanent endowment fund for the support of public education. (The income from the sale or lease of such lands would be kept as a permanent endowment fund, the interest on which would be added to the Insular appropriations for school support. The law should provide that a certain part of each of the various classifications of lands, such as agricultural, forest, mineral, etc., be set aside for this purpose.)

4. The speedy enactment into a law of the agricultural-education bill the provisions of which have already received the approval of the Governor-General.

5. The enactment of a law providing adequate lifelong annuities for teachers. (The law should contain such provisions as disability benefits, allowances for dependents, compulsory savings, and old-age pensions.)

CONCLUSION

The plan of procedure outlined above is thought to be the maximum that should be attempted for the next four years. It is realized, however, that much of it will have to depend on the financial condition of the country.

Improvement in conditions in the schools now in operation should be given first consideration. Extension should take place only when a reasonable standard of equipment can be provided for new schools or new classes opened.

The legislation proposed is of a permissive nature and should impose no undue burden on any community. Unless something is done to increase financial support of public schools there can be little or no further extension in public education in these Islands.

Since the growth of our school system depends so intimately upon the economic development of the country, it is the duty of Americans and Filipinos alike to encourage every factor that will contribute toward Philippine commercial, industrial, and agricultural progress. Modern theory in political science sets education down as one of the most important of the duties of the state and stresses the idea that every child be considered as having the right to an education at public expense. No modern country wishes to controvert this theory. But, largely for economic reasons, some countries, among them the Philippines, have found it impossible as yet to put the theory completely into practice. There seems to be no reason, however, for this country's not being able to do this eventually, if the people make up their minds to concentrate their efforts more thoroughly and to a greater extent on the problems that relate to the further development of the great economic resources that they have within their reach.

The history of education shows that the public schools have taken over little by little a large amount of work formerly expected of other organizations. The result is that nearly everywhere the public schools are bearing burdens that call for the utmost of application on the part of teachers and pupils.

Besides making pupils literate, teaching them vocations, developing their physique, assuming much responsibility as to their health, instilling into their minds ideas of patriotism and of civic virtue, developing in them the right attitude toward manual labor, teaching them how to spend their leisure profitably, providing means for after-school education, and striving to build up an enlightened public opinion, the Philippine public schools are devoting them-

selves as persistently as ever to the colossal task of making English the common language of the people so that the different elements of the population may come to understand each other better and thus be drawn into closer union.

In their efforts toward making English the common language of the people, the schools have not always met with as much support as they would have liked from some of the other entities of the Government. At times, even to this day, in some quarters the attitude seems to be that the spread of English is a school problem rather than a national one.

Spread of
English not
Just a School
Problem

If during all of the last twenty years, there had been proper teamwork on the part of all branches of the Government, the English language would now be occupying a position that would make its future in the Islands assured even to the most skeptical. But as long as the provincial boards and the municipal councils keep their minutes and carry on their correspondence in Spanish, and as long as governmental posters and signs appear in Spanish, and as long as a young lawyer in order to secure the attention of the court has to present his plea in Spanish, there will be doubts as to the present and future status of English that cannot help but work largely to its detriment.

Teamwork
Needed to
Give English
Proper Status

The fact that the new administration has taken a stand favoring the adoption of English as the only official language of the Government at the earliest possible date is a hopeful sign. Whenever all of the departments and branches of the Government, including the courts, adopt the use of English to the exclusion of Spanish, there will be placed upon it a premium, and there will be given to it a prestige, that will stimulate to an inestimable degree its study and its diffusion.

With the exception of the general appropriation act, there was only one piece of legislation approved in 1921 that had much effect on public education. This was Act 2974 which gave the Secretary of the Interior authority to suspend for the year 1921 in certain municipalities under certain conditions the effects of the general revision of assessments of real estate made in the year 1920 in regularly organized provinces.

Legislation
in 1921

Of the 838 municipalities in the regularly organized provinces, 550 were in a position to take advantage of Act 2974. Of these 550 municipalities, 359 requested, and 148 actually received, permission to suspend for 1921 the effects of the general revision of assessments.

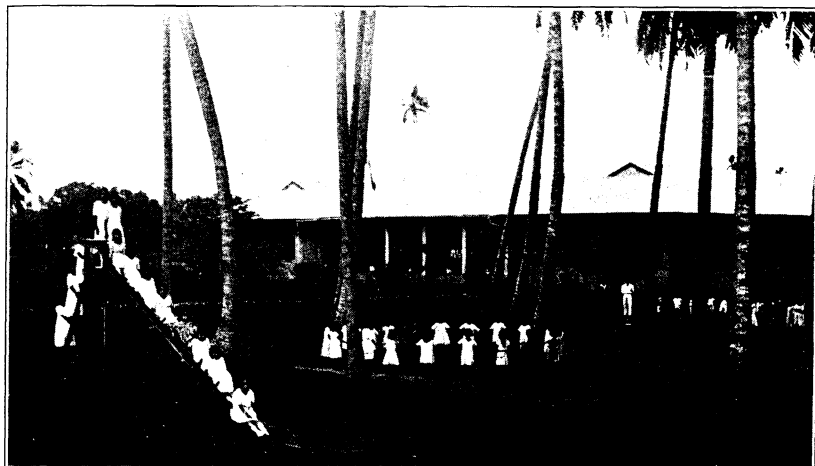
This and the postponement in 39 provinces of the collection of real-property taxes upset provincial and municipal support of the schools to such an extent that thousands of children who could otherwise have been taken care of in the public schools, had to be turned away. The situation would have been much worse if it had not been for (1) the large increase in voluntary contributions for school support and (2) the availability of funds carried for extension purposes in Act 2782.

EXTENSION OF ELEMENTARY EDUCATION

Act 2782, which was passed in 1918, carried an appropriation of ₧30,705,824 to be spent in 1919, 1920, 1921, 1922, and 1923 for the extension of free elementary instruction. From this appropriation, there was available for expenditure during 1919 the sum of ₧735,000; during 1920, the sum of ₧3,919,000; and during 1921, the sum of ₧6,305,400.

The ₧6,305,400 that became available for expenditure during 1921 was distributed as aid to provinces and to municipalities for the opening of new elementary schools; for the maintenance of elementary schools established between January 1, 1919, and January 1, 1921; for the opening of new classes in elementary schools established before January 1, 1921; and in some cases for the continuance of elementary schools and classes that were established before January 1, 1919, and that otherwise would have been closed for lack of support. About 87.5 per cent of the ₧6,305,400 was spent in the regularly organized provinces and about 12.5 per cent was spent in the specially organized provinces.

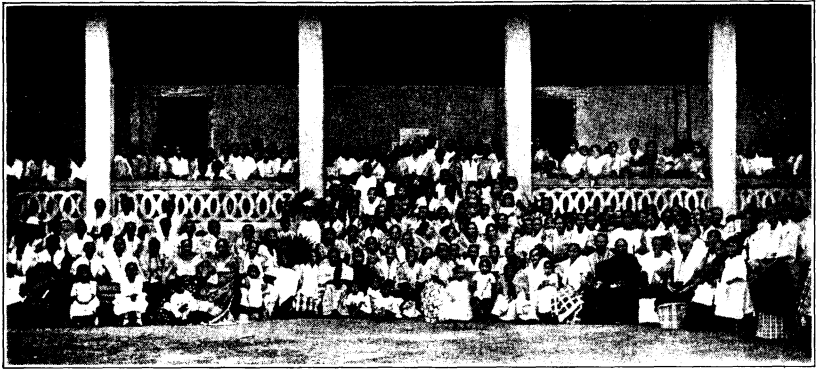
As we pointed out last year, one of the biggest problems confronting us in connection with the operation of Act 2782 has been how to best extend elementary instruction and at the same time to equalize educational opportunity in the different parts of the Islands. If the development of school facilities had been uniform all over the country before Act 2782 came into being, this problem would have been much simpler, and extension funds could have been distributed equitably either on the basis of attendance or on the basis of population. However, due to differences in customs, religion, resources, communication, etc., schools naturally developed faster in some sections than in others. In many places the desire for school facilities had been so pronounced



Playground, Central School, Cagayan, Misamis.



Schoolgirls playing "The Flying Dutchman," Capiz.



Mothers' Day, normal-training department, Ilocos Sur High School, Vigan, Ilocos Sur.



School children who are members of Junior Red Cross preparing for Red Cross roll-call parade, Calumpit, Bulacan.

that the people in those places, through the payment of tuition for their children and through voluntary contributions, had been able to establish schools with little assistance from Insular funds. In other places, where the population was scattered and where economic conditions were unfavorable, this had not been possible.

The general appropriation act for 1919 and each of the general appropriation acts since then included provision for the continuation at public expense of all public elementary schools that had been established before January 1, 1919, whether they were maintained wholly or in part through the collection of tuition fees or voluntary contributions. The distribution of the funds thus appropriated was of course made on the basis of attendance, as was also about 35 per cent of the total of the 1919 and the 1920 increments from Act 2782. Allotting these funds on the basis of attendance did not result in the most equitable distribution, but it was the only thing that could be done under the circumstances. However, whatever of the distribution there was that was not equitable went to those who most deserved it because of their interest in getting schools opened when public funds for that purpose were not available.

The 1921 increment from Act 2782 was distributed almost entirely on the basis of population. If the next two increments are distributed on the same basis, there will be, it is hoped, by the end of 1923 a reasonable degree of uniformity throughout the Islands in the percentage of population in school.

During the first half of 1921, the local funds that the municipalities had on hand together with the allotments of extension funds that they received from Act 2782 were sufficient to sup-

Shortage in
Municipal Funds
and Resort to
Contributions

port all of the elementary schools then in operation. But during the second half of the year, because of the postponement of the collection of real-property taxes and the suspension of the effects of the general revision of assessments of real estate, some of the municipalities found themselves so short of funds that the people had to resort to voluntary contributions to keep the schools going.

Since the passage of Act 2782, we have sought to discourage the collection of voluntary contributions for all elementary-school purposes except for the purchase of equipment, the purchase of sites, and the construction of buildings. But it was not possible to continue this policy during all of last year without depriving numbers of children of school privileges.

We do not favor the collection of voluntary contributions for public-school support except as a final resort, chiefly for three reasons. First, public education should be supported by the Government. Second, the collection of voluntary contributions is subject to much abuse. And third, it often places the larger share of the burden on those who are least able to bear it.

During the year just past it was quite often found that property owners who most opposed increases in taxation and who most favored postponement of the collection of taxes, were among those who were least enthusiastic about voluntarily contributing to the support of schools that, because of these measures, had to have private assistance or else be closed. It was also found that when many of them did contribute, they gave not in the same proportion to their means as did others who were not so well off.

The operation of Act 2782 has had so much to do in the last three years with the extension of public education that it may not be out of place to show here by means of the following table the increases in the number of public schools, in the number of teachers, and in enrolment and attendance in public schools since December, 1918:

Item	December 1918	December 1919	December 1920	December 1921	Increase since December 1918	Increase since December 1920
Schools—						
Elementary—						
Primary	4,371	5,253	6,084	6,730	2,359	646
Intermediate	511	614	736	857	346	121
Secondary	50	50	65	72	22	7
Total	4,932	5,917	6,885	7,659	2,727	774
Teachers—						
Elementary	13,628	16,767	19,910	22,884	9,256	2,974
Secondary	421	456	499	651	230	152
Total	14,049	17,223	20,409	23,535	9,486	3,126
Annual enrolment—						
Elementary	654,845	759,448	916,613	1,045,330	390,485	128,717
Secondary	16,884	17,191	19,065	24,925	8,041	5,860
Total	671,729	776,639	935,678	1,070,255	398,526	134,577
Average monthly enrolment—						
Elementary	492,048	648,693	802,661	940,162	448,114	137,501
Secondary	13,585	14,418	16,449	22,549	8,964	6,100
Total	505,633	663,111	819,110	962,711	457,078	143,601
Average daily attendance—						
Elementary	398,266	589,652	740,831	877,178	478,912	136,347
Secondary	12,075	13,692	15,702	21,682	9,607	5,980
Total	410,341	603,344	756,533	898,860	488,519	142,327

INCREASING DEMAND FOR SECONDARY EDUCATION

As may be noted from a study of the table just given, the rate of increase between December, 1918, and December, 1921, in the number of elementary schools was 55 per cent; in the number of teachers in elementary schools, 68 per cent; in the number of pupils enrolled in elementary schools, 60 per cent.

As a natural consequence of this extension of elementary education, there comes an increasing demand for more secondary schools and for more secondary teachers. During the three years between December, 1918, and December, 1921, as may be seen by further study of the table above, the rate of increase in the number of secondary schools was 44 per cent; in the number of secondary teachers, 55 per cent; in the number of students enrolled in secondary schools, 48 per cent. But, as large as these increases seem, there are yet numbers of would-be secondary students without secondary-school advantages. This situation will grow worse as time goes on unless something substantial is done to permit of the further development of schools beyond the elementary grades.

In December, 1921, the total annual enrolment in public secondary schools in the Philippines was only 2.3 per cent of the total annual enrolment in all public schools. In 1918, the total enrolment in high schools in the United States was 9.2 per cent of the total enrolment in all schools. These figures speak for themselves.

Of the 72 public secondary schools in operation in the Philippines in December, 1921, 38 were four-year schools, 5 were three-year schools, 14 were two-year schools, and 15 were one-year schools. Furthermore, 54 were regular or ordinary high schools and 18 were special or vocational schools.

There are 2 regular high schools in Manila. Most of the other regular high schools are located in provincial capitals. There are only 4 out of the 48 provinces that have within their boundaries more than one regular high school each, and no one of these has more than two. There is not in any province more than one regular four-year high school.

There are 2 provinces in which there are no public secondary schools at all. There are 12 others in which there are no complete public secondary schools. Of the 12 provinces having no complete secondary schools, there are in 5 no classes above the third year; in 3,

no classes above the second year; and in 4, no classes above the first year.

We should like to be able to raise each incomplete secondary school to the standard of a complete four-year school as fast as enrolment warrants and at the same time to open new secondary schools in the larger of the municipalities where there are now no such schools and where the output of the elementary schools is large enough to demand it. But this cannot be done without more money and more teachers than we now have in sight for secondary-school purposes.

Money and
Teachers
Needed

At present every province, except the two in which there are no secondary schools, has one regular high school financed by provincial appropriations supplemented by such aid as the Insular Government can give. In each of the four provinces where there are two regular high schools the extra one is financed by municipal funds supplemented by Insular aid.

Thus, if the provincial secondary schools are to continue to grow, there must be increased support of them by the provinces. And if there are to be any more municipal secondary schools, they must be supported largely from municipal funds.

Additional secondary teachers will have to come from the United States, from the College of Education of the University of the Philippines, and from similar sources, or they will have to be trained through the agencies that we ourselves now have, and will have, both for the training of teachers for the service and for the training of teachers in the service.

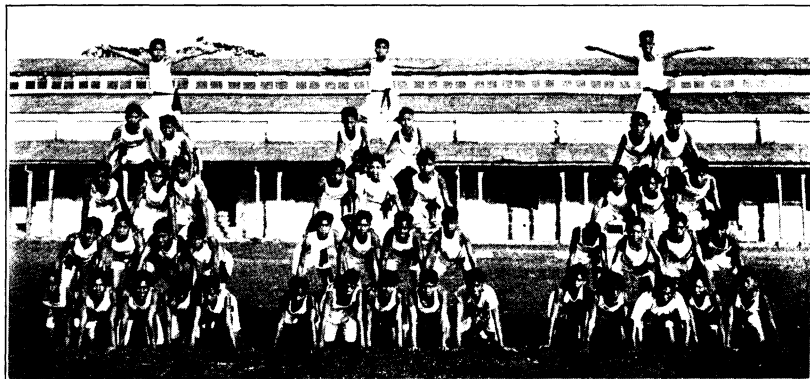
For some time we have been of the opinion that the easiest and best way to take care of the provincial and the municipal school situation—both with respect to classes and with respect to teachers—is to obtain the passage of legislation similar in scope to that proposed in the outline of the four-year program that we have already spoken of and quoted from, and to which we again invite attention.

Legislation
Proposed

COURSES OF STUDY

For the last twenty or twenty-five years, there has been in the public eye an educational controversy of world-wide significance concerning the questions *What constitute the essentials of an education?* and *What are the best methods of teaching these essentials?* Out of this controversy which has been characterized by great educational experiments, by long-continued and painstaking educational researches, by extraordinary and thoroughgoing educa-

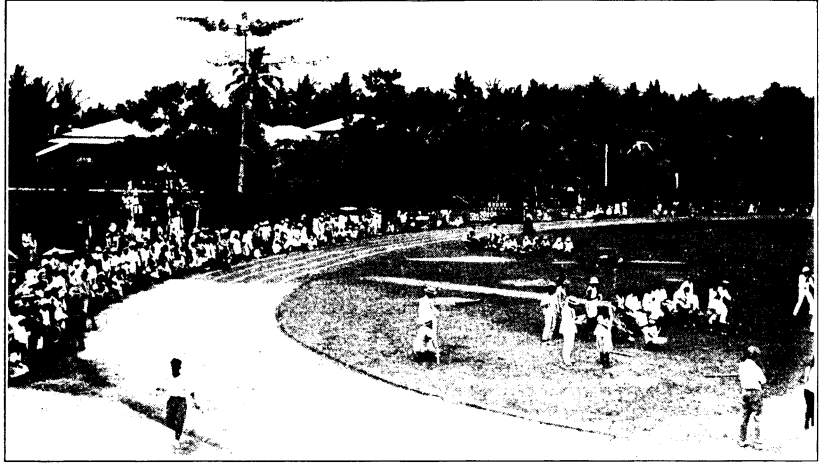
New Ideals
as to Content
and Method of
Education



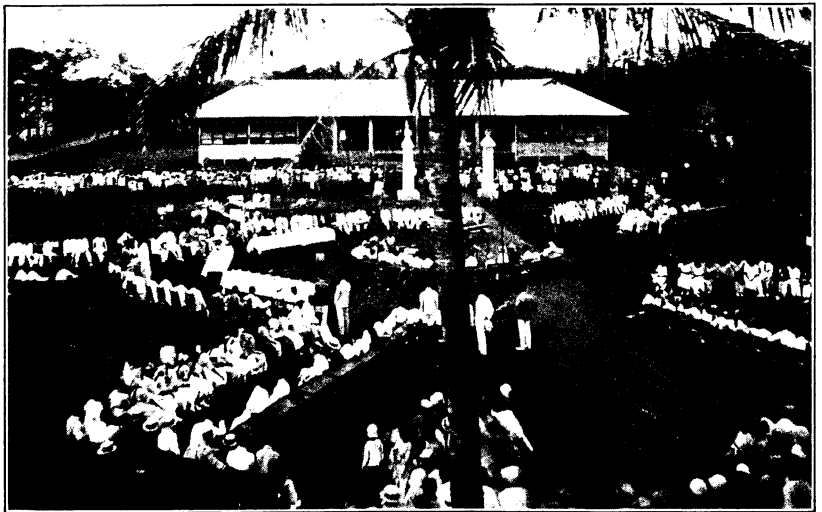
Soler Elementary School boys who won first prize in formation of human pyramids, Playground Day, Manila.



Schoolgirls taking calisthenics, Tayug, Pangasinan.



School athletic meet, Jolo, Sulu.



Reception on school grounds for athletes, Western Visayan school athletic meet, San José, Antique.



tional surveys, new and highly commendable ideals as to the content and method of education have grown, are still growing, and will continue to grow.

During the period covered by this controversy, the Philippine public-school system has been conceived, brought forth, and reared to what it now is. It is thus not strange that Philippine

educators, untrammelled by pedagogic traditions and pedagogic conservatism obtaining in older countries and privileged to found a new educational system on almost virgin soil, were able to introduce some of the best of modern practical improvements in education into these Islands ten years or more before they exerted any marked degree of influence on the content and method of education in other countries.

The fact that the avowed purpose of the United States in the Philippines is to develop the country into a representative democracy has made good citizenship a highly important aim in education in this country from the time the American army in the Islands, in 1898, took the initiatory step in extending education to the mass of Filipinos.

Closely related to, and in fact a part of, the citizenship problem here, has been the particular and urgent need of the people for instruction and guidance in matters that make for stronger physique, better health, and a lower death rate. For this reason, physical education, health education, and instruction in sanitation early became important features of Philippine courses of study.

The small amount of instruction that Filipino children received during the Spanish régime was concerned largely with the life of another world. The new education ushered in with

the American régime concerned itself at once with the practical problems of life in this world. Acting in conformity with the more practical point of view, the Bureau of Education began as early as 1904 to make extensive inquiry into the industrial needs of the country. In conducting the inquiry, it enlisted the coöperation and the support of teachers throughout the Islands, the purpose being to determine the lines along which industrial work could most effectively proceed and at the same time be most directly beneficial to the people.

By 1907, the Bureau had in operation certain well-defined policies; and an extensive but elastic program of industrial edu-

cation adapted to the diversified needs of the different communities had been established. The new four-year primary course of study adopted that year, provided for one more year of elementary education and placed particular emphasis on industry, on physical and health education, on instruction in sanitation, and on training in the duties of citizenship.

**Educational
Program
under Way**

By this time in America, such men as William Albert Wirt and John Dewey had conceived of a study-work-play program such as that later worked out on a large scale by Wirt at Gary,

**Conception of
New Program
in America**

Indiana. But it was not until ten years later that American educators in general began making extensive provisions in school curriculums for physical and industrial education. It took the Great War to fully awaken American educational leaders to the urgent need for health education and training for citizenship.

In the Philippines, the public schools, and other entities of the Government as well, have from the beginning of American occupation of the Islands, constituted propaganda centers for the spread of progressive ideas that have helped incalculably to develop public opinion and to build up national ideals. The marvelous changes thus brought about in social conditions and in social standards have been accompanied by corresponding changes and growth in the public-school curriculum.

**Changes and
Growth Here**

The last twenty or twenty-five years have therefore set the pace of progress. This pace should be either kept up or accelerated. School curriculums should never be allowed to lag behind changing social conditions. Courses of study should be made always to meet the newest of human needs. Changes and revisions in the content and method of education should ever be constant if there is to be continuous advance in mental, physical, and moral development.

**Further Changes
Essential**

From the early days of American occupation, public school men have realized that success in public education here must be largely dependent upon ability to work out the problems of administration, supervision, and instruction that are peculiar to these Islands. It has been found through experience that some of the educational methods that can be used most effectively in the United States cannot be used very effectively here. It has also been found that many of the methods that prove most successful in the Philippines are those that—though stimulated by the study of

**Local
Conditions
Considered**

the work of the world's great educators—are formulated in the light of local experience.

The Philippine public-school curriculum, as it is at present constituted is made up of the following elementary and secondary courses,¹ listed according to the annual enrolment in each as of December, 1921:

Courses	Annual Enrolment
Elementary—	
General	985,196
Housekeeping and household arts.....	29,964
Agricultural	26,272
Trade	3,898
Secondary—	
General	18,721
Normal	2,969
Agricultural	1,000
Housekeeping and household arts.....	922
Trade	680
Commercial	505
Surveying	66
Nautical	62
Total	1,070,255

While the general course does not look as specifically to vocations as do the other courses, it provides training in industry both for boys and for girls. For boys, it offers instruction in handweaving, in gardening, in basketry, in wood-working, in ironworking, etc. For girls, it offers instruction in sewing, in cooking and housekeeping, in handweaving, in loom weaving, in embroidery, in lace making, in crocheting, etc.

At present, the elementary courses are outlined in two Bureau of Education publications, the *Course of Study for Primary Grades* and the *Course of Study for Intermediate Grades*, supplemented by manuals on special subjects and by general instructions and general circulars sent out from time to time by the Director of Education.

The first draft for a complete revision of the *Course of Study for Primary Grades* will soon be ready. The revision, when put in final shape and released, will be adapted, both as to content and as to method, to the needs of primary children of normal age. This has not been true of our previous primary courses, because we have always had to give recognition to the fact that a large per cent

¹ Outlines of all of the elementary courses and of the more important of the secondary courses may be found in Appendix C of this report.

of primary pupils were over age for the grades in which they were enrolled—a condition that is now, we are glad to say, disappearing.

Because of the increasingly higher attainments of our teachers, the new course will offer suggestions for methods and devices demanding skill, efficiency, and training that was not until the last few years possessed by the majority of the teachers of primary subjects.

**Will Contain
New Methods**

Consistent with the modern educational stipulation that the child and not the subject shall be taught, the course will be flexible. It will not outline the work by weeks as is done in the present course. We hope we have outgrown the need of a course worked out in such detail.

Will Be Flexible

We feel now that the leaving of the division of the work into small units to the judgment of supervisors and teachers will encourage more originality, more initiative, and more individuality in the schoolroom and will result in better adaptation of the course to the needs of particular classes.

In the new course, an abundance and a variety of material will be suggested for each grade. The teacher will thus be given the opportunity to choose the material most suited to the needs and the advancement of her pupils and most consistent with the social and the industrial conditions of the community. The teacher will also be given opportunity to choose material for children that are over age or supernormal with a view to preparing them as quickly as possible for special promotion.

**Will Suggest
Abundance
of Material**

The course will set forth definite minimum accomplishments for each grade. And it is thought that if supervisors and principals see that classroom teachers give intensive training and drill by efficient methods in the essentials thus stated, retardation in the primary grades may be greatly lessened.

**May Lessen
Retardation**

Although the course as it is being formulated takes into consideration the fact that a large per cent of the pupils who complete the first four grades will continue their education, it will be so constituted as to make it possible for children who leave school permanently on completion of the fourth grade to be reasonably well prepared to meet intelligently the practical problems of life in the communities in which they live.

**Will Prepare
for Problems
of Life**

As soon as the work on the revision of the primary course is done, the work on the revision of the intermediate course will



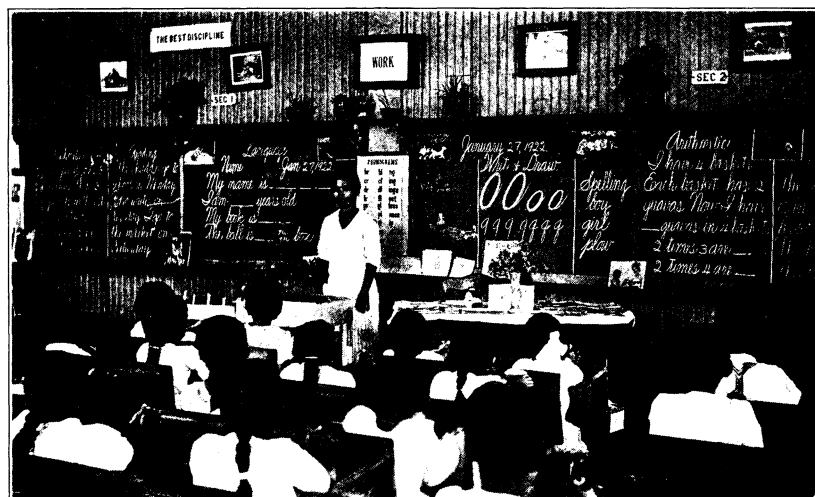
Exhibits, school garden-day celebration, Olongapo, Zambales.



Chickens, Batangas Farm School, Batangas.



Second-grade class in language, Central School, Valencia, Bohol.



First-grade class, Central School, Binalonan, Pangasinan.

be begun. A committee, composed of superintendents, supervisors, and teachers, has already been appointed to make recommendations as to material suitable for a new intermediate course. The decisions of this committee will form the basis for the revisions contemplated. The general outline for the new intermediate course reflects the same educational principles and ideals that characterize the new primary course.

We have never as yet published a complete course of study for secondary schools, the demand for such a publication having thus far not been great enough to warrant it. Our secondary courses are now outlined for the most part in general instructions, in general circulars, and in manuals on special subjects.

The work in secondary English is outlined in the *Course of Study in English for High Schools*. There was sent out during 1921 a complete revision of this course—a thing that had been much needed for some time. The methods and the requirements embodied in this work are patterned after the latest and best of modern methods and requirements in secondary-English teaching. They call for more attention than ever to silent reading and to oral expression. They call for more attention than ever to study plans and to conference periods. And they emphasize more than ever the importance of making the English period a period for doing rather than a period for testing.

In July, 1921, a revised course of study was put into operation in the Philippine Normal School. Committees met during 1921 to consider the revision of the two-year and the four-year normal courses that are now in operation in provincial secondary schools. Although no unanimous agreements were reached, certain proposals were made. These proposals have since been commented on by different members of the Bureau and they will most likely be discussed and acted on at the next annual convention of division superintendents in Baguio.

In November, there was sent out from the General Office an outline of a course in reading for the two-year and the four-year normal classes, suggesting the time to be given to the several phases of reading, giving references to the topics and the points needing special attention, and suggesting a number of thought questions. The outline is intended to be suggestive rather than mandatory, and each teacher is expected to adapt it to the particular needs of her class.

In December, there were sent out for the use of teachers of methods in the two-year and the four-year normal classes mimeographed copies of much of the material in language and in reading that is to be included in the new course of study for the primary grades. The normal instructors' access to this material in advance may not only be of assistance to them but may also be of assistance to us if their criticism of it is open, frank, and of a constructive nature.

SUPERVISION

Of the total number (20,610) of Filipino teachers employed in our schools during the school year 1920-21, about 62 per cent were of scholastic attainments under the second year

**As a Means
of Developing
Professional
Proficiency**

secondary, about 96 per cent had no normal training as a part of their schooling, and more than 20 per cent were new in the service. With a teaching corps of this description, there is but one thing to do if good work is at all to be expected; and that is, to use every means practicable to develop in teachers of low attainments as much professional proficiency as is possible, after they enter the service. Of the different means that we have been using for this purpose, there is not one that we have found more productive of good results than constant and efficient supervision.

Our present scheme of supervision is the outgrowth of twenty years of experience with a large percentage of teachers of low attainments.¹ And there is probably not an educational system

**Of Vital
Importance**

in the world in which supervision is considered of more vital importance or in which the supervisory force is more highly organized, or in which village and rural schools are more intensively supervised than in the Philippine system. A great deal of money is required to finance supervision on such a scale, but the results accruing from it far more than justify the cost.

Most of the teachers who enter our teaching service inadequately prepared are so benefited by careful and sympathetic supervision that the work they do, taken all in all, compares

**Increases
Efficiency**

favorably with the work done by teachers of higher attainments in public-school systems elsewhere. And it has been found after years of observation that efficiency in school work everywhere in the Islands increases as the amount and the quality of supervision increases.

¹ The percentage now, as high as it is, is lower than the corresponding percentage of several years ago.

Supervision has come to be recognized here as one of the first of the duties of school officials, from the principal of the smallest school up to the superintendent of the largest division.

One of First
Duties of
School Men

And it is thought that a knowledge of methods of teaching and a possession of sufficient education to supervise instruction in all grades is more conducive to the success of a school official than administrative ability. For this reason, we believe superintendents, supervisors, and principals should spend the greater part of their time in actual supervision of classroom instruction rather than in their offices.

In the field, our supervisory force consists of division superintendents, division supervisors,¹ supervising teachers (district supervisors), and principals all of whom have greater respon-

The
Supervisory
Force

sibilities and exercise more authority than men and women holding similar positions in the United States. The force is so organized as to make it possible for supervisors to visit all schools and to render individual assistance to all teachers who need it. By means of model classes, visiting days, teachers' meetings, reading courses, normal institutes, etc., our supervising teachers are giving to teachers actually in the teaching service much of the training that teachers in other countries acquire before they enter the teaching service.

Since so much of the success in all of our school work is so greatly dependent on supervision that is really effective, more and more attention is being given to improvement in the at-

Training of
Supervisors

tainments and the qualifications of supervisory officials. There is now in operation in the Philippine Normal School a course for the training of supervising teachers and principals. And at every vacation assembly in Manila and in Baguio special training is given in the different phases of supervision. Most of the Filipino teachers who go at government expense to the United States for further training along professional lines² are required to take up work

¹ Division supervisors are attached to the offices of division superintendents. They help superintendents carry out school policies and at the same time serve as advisors to supervising teachers and to school principals. Among the division supervisors in a certain school division, there may be a division academic supervisor, a division industrial supervisor, a division supervisor of physical education, and a division supervising teacher of hygiene and sanitation.

² There are now 37 of our teachers attending institutions of higher instruction in the United States at government expense.

there that will fit them for more effective work in supervision when they return to duty here.

It is our present intention to have the number of supervising districts increased, and to have the size of the districts correspondingly decreased, as fast as competent supervisors can be trained. This will of course tend to make supervision more and more intensive and will thus bring about further and more substantial improvement in instruction in all subjects.

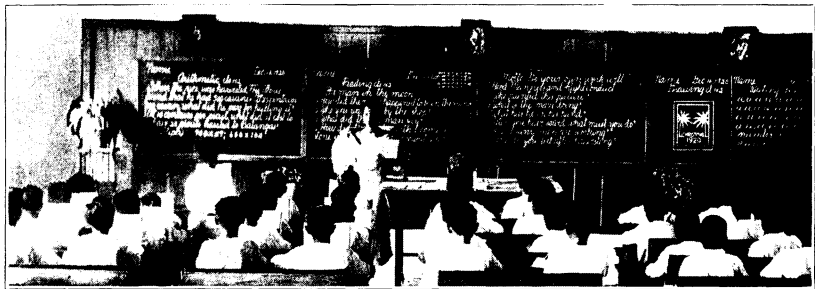
Progress in supervision was to some extent retarded last year because of a noticeable deficiency in the amount of funds available for the traveling expenses of supervisors. In a number of cases, division superintendents, division supervisors, and supervising teachers were forced to limit the number of their visits to the schools under their supervision in order to keep within their allowances for travel. The inability of this Office to provide certain school divisions with motor transportation has made it difficult for the superintendents of the divisions concerned to inspect their schools and to supervise their teachers properly.

ACADEMIC EDUCATION

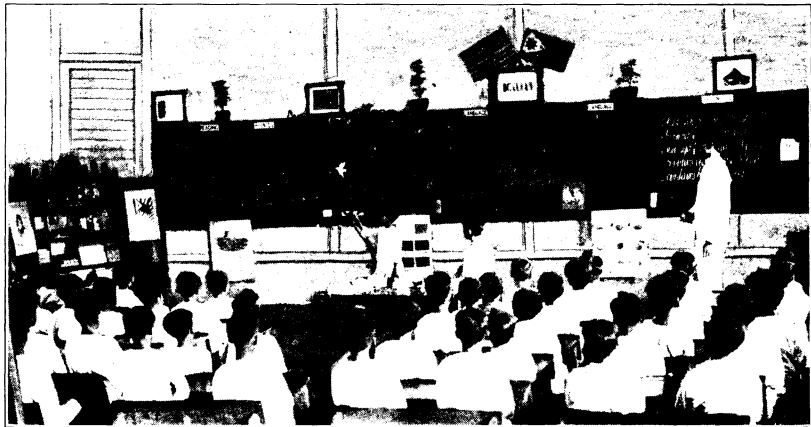
Among the undertakings that the Philippine public schools have before them, there are not any that are more important than those connected with academic education. And among the undertakings connected with academic education, there are two that are bigger and more important than all the rest. One of these is to develop in these Islands a literate body politic and the other is to make English the common language of the people.

Literacy, at least in the sense of ability to read and to write, is among the first of essentials in the development of an individual. A high percentage of literacy and a common medium of expression are among the first of essentials in the development of a nation. Problems that have to do with aims toward literacy are common to all school systems, but problems that have to do with aims toward the making of a foreign tongue the common language of the people are more or less characteristic of the Philippine system.

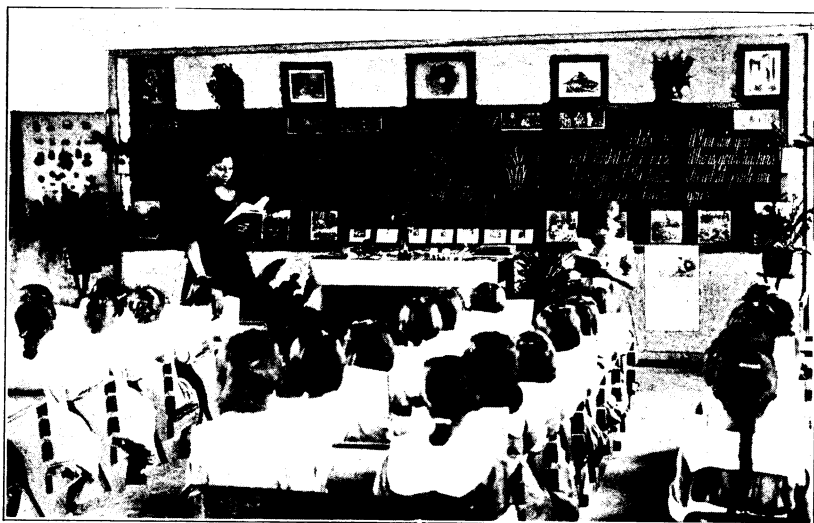
It has been thought from the beginning of our public-school system in these Islands that the best and quickest way to make English the common language of the people is to use it as the basis of instruction in all subjects and to teach it by the direct method. So far there has been no change in policy with reference to this question.



Third-grade model class, Central School, Romblon.



First-grade class, Capiz Primary School, Capiz.



First-grade class in reading, Lipa Elementary School, Lipa, Batangas.



Third-grade class in writing, Central School, San Fernando, La Union.

The direct method of teaching English to Filipino children has been found to be satisfactory. In contrast to the comments of a few local critics on the use of the direct method, it is interesting to note the following which we are taking the liberty to quote from Herbert Adolphus Miller's *The School and the Immigrant* (one of the 25 volumes comprising the report on the Cleveland education survey conducted by the survey committee of the Cleveland Foundation):

Direct Method
Satisfactory

There is a special educational technique for teaching a new language which is far different in its methods from that employed in teaching subject matter to pupils in their own language. This has been amply demonstrated in the special classes of several of our cities, notably New York and Boston, and still more strikingly illustrated in the schools of Porto Rico and the Philippines, in which hundreds of thousands of children are taught the English language so effectively that they successfully carry on their entire school work in it after a remarkably short period of special teaching.

The school systems of these insular possessions have developed methods of language teaching incomparably more effective than those in use in our American school systems and vastly more efficient than any commonly employed in our high schools or colleges. In the lesson of their experience the fact which stands out with most impressive clearness is that the problem of teaching children a new language is one of great difficulty when attempted by traditional school methods and one of remarkable ease and celerity when the proper special methods are employed.

Fluency in a new language is acquired through practice, not through the mere learning of rules of grammar. Vocabulary, pronunciation, and inflection come largely through imitation repeated until fixed habits with reference to them have been formed. It is on this principle that makers of Philippine courses of study have proceeded when outlining language work.

Fluency
Comes through
Practice

Oral expression has thus received due emphasis in our schools for years, especially in the elementary schools. An increasing amount of attention is being given to it in the secondary schools, where the students are now receiving more drill in the use of oral forms than ever. To this end formal grammar and formal rhetoric in secondary classes are being subordinated more and more to oral composition, written composition, and extensive reading.

More
Emphasis on
Expression

To give greater stimulus last year to the language work in general, the school week immediately preceding the Christmas holidays was observed as Better-English Week by public schools throughout the Islands. During that week, "More English and Better English" became the watchword. And pupils were urged to do no less than observe the week by speaking during that time no language nor

Better-English
Week

dialect other than English when conversing with schoolmates—both in school and out of school.

Talks consistent with the proper observance of Better-English Week were made in many places both by teachers and by pupils in assemblies, in classrooms, and in literary-society meetings. Just before Better-English Week, class composition contests were held in which there were developed such subjects as the following:

The best method of learning to speak English well.

How ability to speak and to understand English helps one.

English as the commercial language of the world.

Countries in which English is spoken.

Value of knowledge of English to world travelers.

Value of knowledge of English to readers of world literature.

Those who advocate the use of English as the common medium of expression in the Philippines.

Why English should become the common medium of expression in the Philippines.

The best of the compositions written in connection with these contests were read during the week, before both school and classroom assemblages, and they were thus made provocative of much benefit to pupils.

In some places, the schools even went so far as to have Better-English Week parades. In nearly every school division, the school children entered into the spirit of the week with so much fervor that there was no doubt left in the minds of school officials as to the unqualified success of the whole undertaking.

Much improvement has been noticed in instruction in both language and reading within the last few years. Further improvement is expected as a result of the material mentioned under "Courses of Study" as having been sent out on these two subjects during 1921.

Within the last few months, a number of standard tests in language, in silent reading, in arithmetic, in writing, and in drawing have been given in the classes of the training department of the Philippine Normal School and in a few classes in each of several other school divisions. The averages made in these tests compare favorably with the averages made in the same tests in the United States and thus seem to indicate that the type of instruction given here enables our pupils studying in a foreign tongue to make about or nearly as satisfactory progress in factual subject matter as American pupils studying in their native tongue.

Philippine history and government four periods a week and current events one period a week are now actual requirements in the fourth year of the secondary course, just as they have

been, and still are, in the seventh grade of the elementary course. The work in the fourth year is of course to be much in advance of that in the seventh grade. Since no textbooks in history and government for fourth-year students have as yet been adopted, the responsibility for the choice of material in these two subjects is now left to teachers, who outline the work themselves, using references that are available for that purpose. The material for the teaching of current events in the fourth year is taken from papers and magazines.

For several years preceding the end of the school year 1920-21, the teaching of current events in the upper elementary grades and in secondary schools was much enhanced by the use in all divisions of the *Philippine News Review*, a four-page semimonthly news sheet, which contained current material (both local and foreign) adapted to the use of Filipino children and which was subsidized by the Bureau of Education to the extent of tens of thousands of copies for school use.

At the beginning of the present school year, the Bureau because of lack of funds, was unable to continue subvention of the *Philippine News Review*, and the teaching of current events in the schools suffered accordingly, notwithstanding the fact that many of the schools continued to get copies of the paper by placing their subscriptions direct with the publishers.

During the next school year, we hope to have sufficient funds to again furnish the schools with a news sheet. And if we do, the selection of the material for the sheet will most likely be done in this Office.

Taking everything into consideration, there has been during the last few years noticeable advancement in instruction in all subjects, with one or two possible exceptions. In academic subjects, most of the advancement has come and will continue to come through improvement in the scholastic and professional attainments of teachers, through more and better supervision, through the use of better methods, through changes and improvements in courses of study, through the adoption of better textbooks, through the use of better school and classroom equipment, and through the wider use of English (the language of instruction in all subjects).

INDUSTRIAL EDUCATION

Among the more fundamental of our aims in connection with industrial education are: (1) to provide manual training for

every pupil; (2) to encourage among pupils deeper sympathy and greater respect for those who do manual labor; (3) to give pupils, through practical working experience, a foundation for the earning, later in life, of a comfortable livelihood at a profitable trade; (4) to teach and to encourage industries that have in them the best of possibilities in the present and future trade and commerce of the country; and (5) to provide industrial courses that will meet the particular needs of the different school communities and that will teach the making and the growing of products that will be distinctly contributive to the comfort, health, happiness, and prosperity of the people.

The aim that has to do with the encouragement of sympathy and respect for manual labor is considered of particular significance, because it has been found necessary almost everywhere in the Islands to put forth special and persistent efforts to overcome a seemingly innate disposition on the part of many of the people not to credit manual labor with the dignity and the honor that it deserves. And it has been felt all along that there can be no better way to raise manual labor to a higher plane in the estimation of all classes than to have every pupil take manual training of one kind or another.

When it comes to deciding on the form that manual training or industrial education shall take, there arises an important and absorbing question that is open to much discussion. The conclusions that are arrived at and the decisions that are made with reference to this question depend to a large extent on point of view. But, in conformity with the aims that we have stated above, it has generally been our policy, as far as we have been able, to let industrial work take the form that is most likely to relate itself most consistently with the welfare of both the pupils and the people.¹

In the giving of industrial training, we try to have the subject matter so presented, and the practical work so done, that the pupil will at least acquire a proficiency in, and a sympathy for, craftsmanship that will carry over into his adult life and that will at the same time be a valuable asset to him whatever his calling or

¹ Among the conditions and the circumstances that militate against this policy, there are a few that it may be well to mention here. Lack of adequate appropriations makes it impossible to provide sufficient quarters and equipment for the offering of the housekeeping-and-household-arts course in as many schools as we should like. For similar reasons, wood-working is not taught as extensively as it might be. And insufficient land conveniently located keeps many of our boys from taking gardening.



Polishing room, Albay Trade School, Albay.



Third-grade class in basketry, Arayat, Pampanga.



Schoolgirls participating in provincial sewing contest, Pasig, Rizal.



Class in lace making, Carigara, Leyte.

whatever his circumstances may be. We also try to have teachers keep in mind that at all times in all industrial work first thought should be given to the pupils and not to the things that the pupils make.

Improvement in instruction in industrial subjects, like improvement in instruction in other subjects, will have to come through improvement in the qualifications of teachers, through the application of closer supervision, through the procurement of more suitable quarters, and through the acquisition of more adequate equipment; all of which calls not only for more money but for careful study as to how that money should best be spent to produce the most satisfactory results.

We are now of the opinion that further improvement in the qualifications of our industrial teachers should come more through efforts directed locally than through efforts directed from Manila. That is, we think that each school division should, from this time on, assume more and more responsibility in connection with the training of teachers of industrial subjects. There are at present in practically every division at least a few very capable industrial teachers, and if every superintendent could arrange to have these teachers train other teachers in the division, there would come as a result a saving of a considerable sum of money that is now spent on the training of industrial teachers at vacation assemblies in Manila and on traveling industrial teachers that are now being sent out from the General Office.

Popular sentiment with reference to industrial work in our schools has undergone a very great change within the last few years. There was a time, not so very long ago, when many of the parents of school children objected to their doing manual work at school. But now there are in evidence few if any such objections, most of them having apparently evolved into noticeable enthusiasm for manual training in all of its phases.

When it comes to giving industrial training to the girls in our schools, first consideration is given to having them take work that will best fit them for life in the home. It is for this reason that girls are found to be spending so much of the time that they have for industrial education on such subjects as sewing, cooking, and house-keeping. When it comes to giving industrial training to boys, first consideration has to be given to having them take work that will best fit them for a life that will insure protection and

sustenance both to themselves and to their dependents. It is for this reason that our boys are found to be spending so much of the time that they have for industrial work on such subjects as handweaving, gardening, and woodworking.

Sewing, one of the most important of the industrial subjects offered to girls, is exceedingly popular and is of very great practical benefit. It is elective in the first and the second grades

Sewing and is compulsory in the third, the fourth, the fifth, the sixth, and the seventh grades. It is taught in secondary schools where the domestic-science course is offered to girls who care to take the domestic-science course in lieu of the general course.¹

Cooking and housekeeping are so closely related that they are taught together in the fifth, the sixth, and the seventh grades.

Cooking and Housekeeping They are also taught together in the second year of the secondary domestic-science course. In the third year of the domestic-science course, cooking is taught alone, housekeeping not being continued beyond the second year.

Embroidery and lace making continue to be taught quite extensively in the public schools, and the schools have undoubtedly done a great deal to extend the use of these two arts as household industries. Embroidery and lace making are elective in all of the grades of the elementary course from the third to the seventh inclusive.

Embroidery and Lace Making In order to make it easier to obtain qualified teachers of embroidery and lace making, the taking of one of these two subjects is required of all girls who choose the secondary domestic-science course, one of the objects of the domestic-science course being to train teachers of girls' industrial subjects.

Judging from enrolment, handweaving is the most popular of the industrial subjects taught to boys. It is elective in the first

Handweaving five grades of the general course. In the first two grades, it is of a very elementary nature. In the other three grades, it is taught in such forms as basketry, hat making, mat making, rattan-furniture making, and slipper making.

Gardening stands next to handweaving in popularity as an industrial subject for boys. It is elective in all grades of the elementary course from the first to the seventh inclusive. Closely associated with gardening is agricultural-club work which may be elected as

¹ The domestic-science course is now offered in 14 of our secondary schools. An outline of the course may be found in Appendix C of this report.

part of school industrial work in all grades of the elementary course except the first.

The teaching of woodworking is given much emphasis in all trade schools ¹ and in all provincial school shops.²
Woodworking And it is offered as an elective in the fifth and the seventh grades of the general course.

The General Sales Department of the Bureau of Education handles the business end of public-school industrial work.

Through its wholesale and retail stores, the Sales
General Sales Department buys, sells, and distributes materials
Department and equipment for the use of industrial classes and buys and sells industrial articles made by pupils.

The table on industrial enrolment and production in Appendix
Statistical E of this report gives much that may be of in-
Information terest in the way of statistical information on some of the phases of industrial work in our schools.

PHYSICAL EDUCATION

The results accruing from the physical-training program being followed in our schools carry with them sufficient justification
Its Importance for the placing of physical education in the same category, as far as importance is concerned, with academic education and industrial education.

The average Filipino schoolboy of today has been so benefited by the physical training that he has received as a part of his schooling that from the standpoint of stamina he is far superior
Effect on to the average Filipino schoolboy of the time
Average twenty years ago when our public-school system
Schoolboy was yet in its infancy and when little had been done toward the physical development of the youth of the land. Not only are our schoolboys now learning to take pride in their physical well-being, but they are having developed in them some of the best of modern ideas with reference to such things as recreation, sportsmanship, teamwork, and self-control.

Those who are familiar with our school system know that physical education in some form or other is re-
Required in All quired in all of our schools and that a rating of
Schools 75 per cent in physical education is prescribed as a requirement for the promotion of all able-bodied pupils in

¹ Regularly established trade schools were maintained during the school year 1920-21 in 21 school divisions.

² Provincial school shops were maintained during the school year 1920-21 in 12 school divisions.

every grade from the fourth grade elementary to the fourth year secondary inclusive.¹

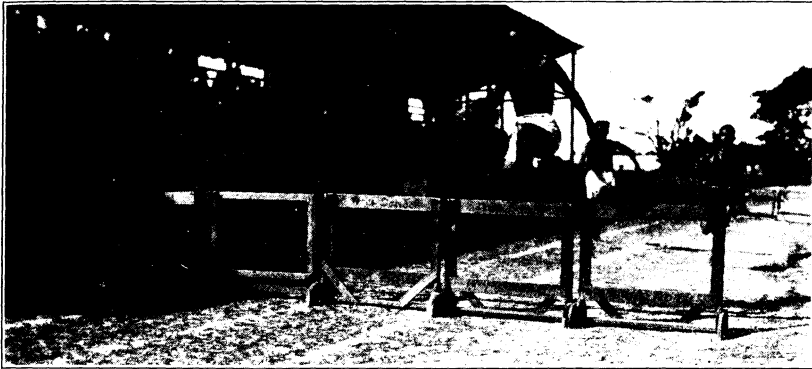
The Bureau of Education teachers' manual on physical education which outlines for our schools an excellent course in this subject, has now been in use for two school years. During that time, most of the classroom teachers, upon whom rests the greater part of the responsibility of putting the course into effect have become sufficiently familiar with it to use it with comparative ease and with a highly encouraging degree of effectiveness.²

The splendid progress that physical education has made here since it first became an important phase of school work, has been marked by many and varied athletic contests—interscholastic, interprovincial, and international—that have undoubtedly had more to do with the development among the Filipino people of a feeling of national pride and of national solidarity than any other one thing.

The school athletic contests of last year were entered into with as much fine spirit as ever. As in former years, many of the winners in local interscholastic contests and in the interprovincial contests met in Manila for the annual interscholastic championship games held in connection with the 1921 Philippine exposition and carnival. In these games, the Philippine School of Arts and Trades won the

¹ The making of physical education a requirement for promotion does not mean that pupils have to demonstrate any particular athletic ability in order to obtain a passing grade. Pupils who are regular in attendance at the required exercises are promoted regardless of whether they give evidence of any great degree of skill. The grade in physical education is not averaged with the grades in other subjects when the pupil's general average is obtained.

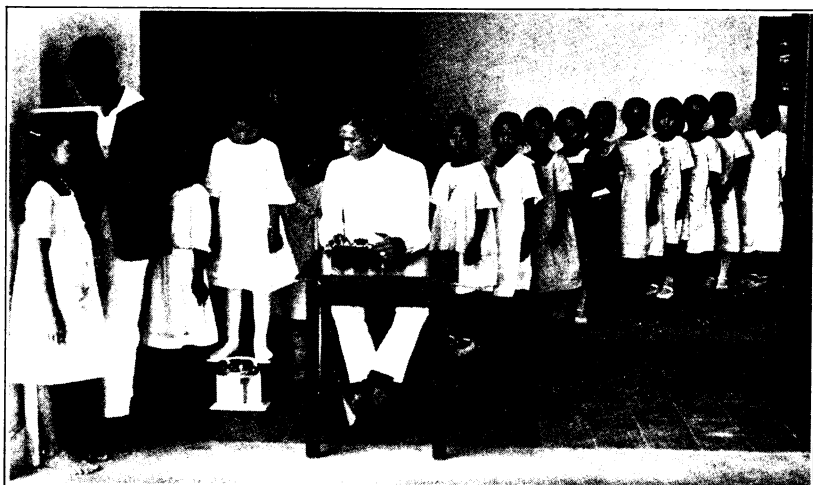
² The manual calls for the devotion in all schools of not more than 10 minutes a day to health and sanitary inspections of pupils, classrooms, school buildings, and school premises; for the devotion in all classes of from 4 to 10 minutes a day to relief exercises, the chief object of which is to relieve pupils of fatigue caused by sitting still; for the devotion in all elementary schools of from 30 to 40 minutes a day to such activities as marching, calisthenics, dancing, impromptu games, and group athletics; for the devotion in all secondary schools of 60 minutes a day by boys to such activities as military drill, impromptu games, and group athletics; and of 60 minutes three times a week by girls to such activities as marching, calisthenics, impromptu games, dancing, and group athletics. The health and sanitary inspections and the relief exercises are conducted by classroom teachers without assistance. The other activities are conducted by classroom teachers with the assistance wherever possible of athletic directors.



Villanueva, high-school boy of Bulacan, winning 220-yard hurdles, interprovincial meet, San Fernando Pampanga.



Schoolgirls playing indoor baseball, provincial meet, Malolos, Bulacan.



Weighing and measuring schoolgirls for classification in physical-education work, Rizal Primary School, Manila.



Elementary-school clinic, Malabon, Rizal.

baseball championship, the school division of Rizal won the indoor-baseball championship, the Eastern Visayan Athletic Association (composed of the school divisions of the Eastern Visayan islands, Mindanao, and Sulu) won the interscholastic track-and-field meet and a team representing the Bureau of Education won the open track-and-field meet.¹

The Philippine delegation to the 1921 Far Eastern Championship Games in Shanghai, China, was, as has been the case at other Far Eastern olympiads, composed largely of athletes developed in the public schools. It was thus with the greatest of pride that those who are connected with the schools learned of how the delegation acquitted itself. As may well be remembered, the Philippine team won in these games four of the championships (baseball, tennis, swimming, and track-and-field); the Chinese team, three (basketball, volley ball, and football); and the Japanese team, one (the full marathon). The Philippine team was thus declared the champion team at the 1921 olympiad. The next olympiad will be held in Japan in 1923.

Far Eastern Olympiad

HEALTH EDUCATION

The progress of health education in our schools may be traced through two channels of endeavor. One of these is corrective and associates itself with such activities as (1) instruction in first aid to the injured, (2) instruction in home nursing, and (3) active coöperation with other governmental agencies in the great work of caring for the sick during epidemics. The other is preventive and associates itself with such activities as (1) teaching children ways and means of avoiding accidents and (2) training children to form habits and ethical standards that will give them the bodily strength to ward off disease.

Corrective and Preventive

The Bureau of Education established the first public school for the training of nurses in the Islands. The work of training nurses at the present time is in the hands of the Bureau of Health. There are now graduate nurses scattered throughout the Islands. Some of these are employed as supervising teachers of hygiene and sanitation in various school divisions.

Nurses

During epidemics, many of our schoolhouses have been improvised into hospitals, where teachers have received patients,

¹ The other teams that entered the open track-and-field meet came from the University of the Philippines and the United States Army.

cared for them, and taught others to care for them. During the influenza epidemic of 1918, hundreds of teachers spent the greater part of their time trying to save lives and helping to check the spread of the affection by nursing the sick, distributing medicines, and giving helpful advice to the people.

Schools Help during
Epidemics

For years, our schools have been used as interagents for the distribution of educative pamphlets and publications on health measures and on common diseases. And many of our teachers have taken advantage of whatever opportunities they have had to spread health information through lectures to the adult population on health subjects.

Spreads Health
Information

In the remoter regions of the Islands, school dispensaries are employed to advantage in distributing and in teaching the use of simple remedies to those who are interested. In some places where there are no school dispensaries, teachers are known to be distributing and teaching the use of simple remedies at their own expense.

Distribute Medicines

Our schools everywhere are giving instruction in personal hygiene and in home and community sanitation to all pupils from their first school days. And much is being done to safeguard health in connection with the program of physical education that is now one of the principal phases of our school work. Our school children are now being taught more than ever before the necessity of doing whatever they can to conserve human life, especially child life. And they are also being taught that the best way to make life worth while is to make it as efficient as possible, and that efficiency without health is contrary to the nature of things.

Help in Other
Ways

THRIFT EDUCATION

Thrift, an attribute of consummate importance both to national and to individual welfare, is now being taught in our schools as never before. With economic conditions as much disturbed as they have been for the last year or two, it is both fitting and proper that instruction in thrift should become more detailed in all of its phases, particularly in that phase that has to do with the earning, the saving, and the investing of money.

Receiving More
Attention

Instruction in thrift is now being given quite successfully in connection with lessons in civics in the elementary schools and in connection with the teaching of current events in some of the secondary schools.

To stimulate thrift and thrift education during the present school year, prizes are to be awarded at the end of the year to the schools and to the school divisions that make the best showings for the year in pupils' savings. The school

Encouraging
Pupils to Save

making the best showing will receive ₦150 worth of library books; the school making the second best showing, ₦100 worth of books; the school making the third best showing, ₦50 worth of books. The school division making the best showing will receive ₦250 worth of books; the division making the second best showing, ₦150 worth of books; and the division making the third best showing, ₦100 worth of books.

Most of the material for the lessons in thrift has been prepared locally. This has resulted in a very fitting adaptation of subject matter to local needs. Some of the superintendents in

Material for
Lessons in Thrift

issuing instructions on thrift education to the teachers in their divisions have at our suggestion been kind enough to send copies of these instructions to superintendents of other divisions. In this way, many of the good ideas originating with certain superintendents have been very happily passed on to others.

Among the topics that so far have been suggested for development in connection with the teaching of thrift are the following:

The need of saving.

Saving as a means of promoting individual welfare and national progress.

How sensible saving and proper investing of money helps to bring about agricultural, industrial, and commercial progress.

How to save systematically.

The saving of time and the saving of energy.

The senselessness of saving money and hiding it in the house or burying it in the ground.

The benefits to be derived from safe investments.

Individual economic independence and good citizenship.

Thrift in local government.

Thrift and health, or waste caused by illness due to improper habits with respect to personal hygiene and home sanitation.

The elimination of waste in energy and in time by the provision of good roads.

Savings accounts.

Keeping account of money earned and money spent.

Economy in buying.

Thrift in school activities.

Care of athletic supplies and school equipment as a means of saving school funds and of setting a good example.

Care of clothing, furniture, books, etc.

Saving for such emergencies as illness, lack of work, poor crops, etc.

Saving for a home.

AGRICULTURAL EDUCATION

Not any of the industries of the Islands need to be more carefully fostered or more strenuously encouraged than the agricultural industries. And not any of the phases of vocational education in the schools need to be more vigilantly looked after or more constantly thought of than agricultural education. Yet we are now face to face with lamentable retardation in the extension of agricultural education, largely because of financial difficulties.

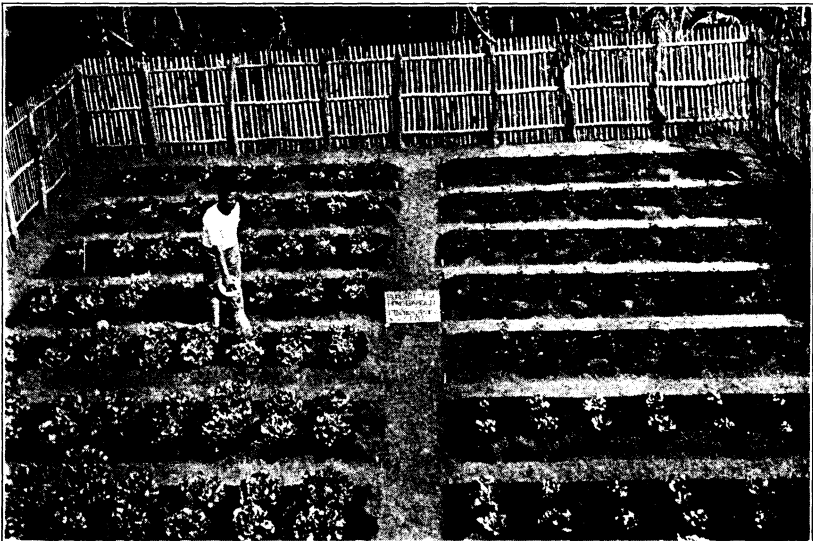
We now have 302 schools of agriculture. Of these, 15 are boarding schools (called *agricultural schools*) with productive farms averaging 343 hectares in size; 13 are day schools (called *farm schools*) located in well-settled communities and on farm sites averaging 22 hectares in size; and 274 are rural schools (called *settlement farm schools*) located in isolated and backward communities (chiefly among non-Christians) and on farm sites averaging 21 hectares in size.

Among the larger of the schools of agriculture are: the Central Luzon Agricultural School, at Muñoz, Nueva Ecija; the Trinidad Agricultural School, at Baguio, Mountain Province; and the Catarman Agricultural School, at Catarman, Samar. Last year's work at most of the schools of agriculture proceeded with reasonable success despite financial and other hindrances that had to be reckoned with. One of the features of the year's work at the Central Luzon Agricultural School was the partial development of a large irrigation project that will, when completed, bring under cultivation an extensive area of non-productive land in the neighborhood of the school. And one of the features of the year's work at the Trinidad Agricultural School was the excellent manner in which the school stock farm was managed.

We are at present in great need of more and better land, buildings, and other improvements at our schools of agriculture. We are also in great need of more and better equipment (work animals, tools, and machinery) for use in connection with the cultivation of school farms. Much of the money for school agricultural land, buildings, and improvements has been coming from the Insular Government, but for each of the last two fiscal years there has been a decrease in the amount of money appropriated by the Legislature for these items, the appropriation for 1921 having been ₱10,000 less than the appropriation for 1920, and the ap-



Primary-school garden, Santiago, Ilocos Sur.



Home garden of sixth-grade boy, Rosario, Batangas.



Sixth-grade cooking-club members, Lipa Elementary School, Lipa, Batangas.



Hog project of schoolboy agricultural-club member, Bauan, Batangas.

appropriation for 1920 having been ₱100,000 less than the appropriation for 1919. Most if not all of the money for school agricultural equipment has been coming from local governments, but in rather meager amounts.

The proposed agricultural-education bill that has been presented to the Philippine Legislature every year for the last three years aims at much-to-be-desired coöperation between the Insular Government and the local governments in the provision of adequate means for the extension of agricultural education. And until we can get something in the way of legislation like this approved, we shall have to remain contented with the development of little or no more than that which we now have on hand in the way of facilities for the teaching of agriculture.

No report on agricultural education in the Philippines is complete until reference has been made to the gardening, the agricultural-club work, and the tree planting that is done in connection with the work of the regular elementary schools.

The popularity of gardening with our boys has been spoken of elsewhere in this report. It may be chosen as a part of the school industrial work in every grade from the first to the seventh inclusive. The year's work in gardening in nearly every progressive community is marked by a garden-day celebration at which schools, pupils, and outsiders are permitted to place exhibits. In many places the garden-day celebrations have developed into what might be termed regular community fairs.

Agricultural-club work is popular both with boys and with girls. It may be chosen as a part of the school industrial work in each of the elementary grades except the first. The work of boys centers around such activities as pig raising, poultry raising, fruit growing, corn growing and vegetable growing. The work of girls is confined to cooking.

For years the schools have done a great deal to encourage the planting of trees—fruit trees especially—at the homes of the people of the school communities. To push this work, many of the schools maintain nurseries for the distribution of seedlings and plantlings to school patrons and to others who want them. One day in each year—usually a day in October—is set aside as Arbor Day, on which particular attention is given to the planting of new trees and to the care of all trees, both new and old.

Tables 14 to 20 inclusive in Appendix E of this report give much that may be of interest in the way of statistical information on nearly all of the important phases of agricultural work in our schools.

EDUCATION AMONG NON-CHRISTIANS

As has been pointed out a number of times before, the leadingly important aim or purpose of education among non-Christian Filipinos¹ is to bring them up to the same cultural plane of, and into closer union with, the Christian Filipinos—their island kinsmen and neighbors.

The extension of education both to and in non-Christian territory has been difficult, the number of adverse conditions or hindrances met with there having been so much greater than the number of hindrances met with elsewhere.

Enmity and jealousy among headmen, inertia growing out of constant conformity with tribal customs, opposition due to religious beliefs, indifference due to ignorance, impotence due to lack of money, and other such conditions have demanded different degrees of attention at different times and at different places, and will continue to do so until the last of the people of the remoter of the far-away regions have been reached by the schools.

At first it was difficult to get qualified teachers to go from the more developed and Christian communities into the lesser developed and non-Christian communities to work among people

of not only a different religion but also of different customs and of a different tongue. However, this difficulty has fortunately subsided, and many of the young men and young women in Christian communities have at last become so imbued with the pioneer spirit that they now apply for teaching positions in non-Christian communities in sufficient numbers to make it much easier to supply the demand. This of course has a tendency to make it possible for us to raise professional standards among the teachers employed in non-Christian schools.

¹ Most of the non-Christian Filipinos reside in the provinces of Mountain and Nueva Vizcaya on the island of Luzon; in the provinces of Agusan, Bukidnon, Cotabato, Davao, Lanao, and Zamboanga on the island of Mindanao; and in the province of Sulu which is composed of the islands of the Sulu archipelago.

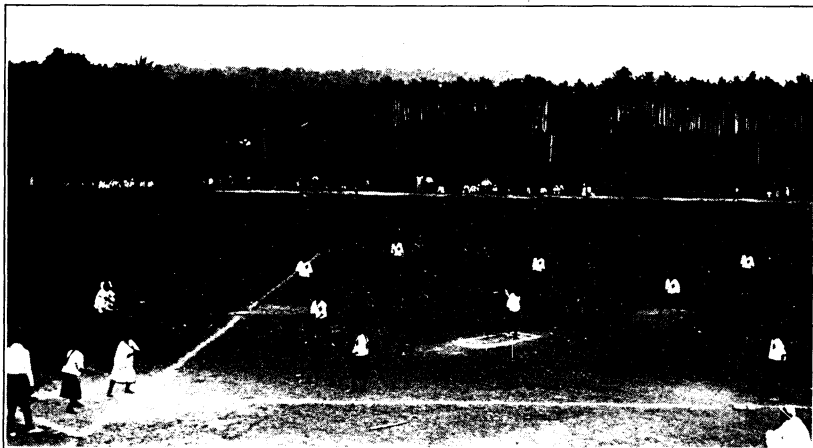
Many of the non-Christians of Mindanao and practically all of the non-Christians of Sulu are Mohammedans. The first public schools that the Mohammedans had were opened by military authorities, while the first public schools that the other non-Christians of Mindanao and that the non-Christians of Luzon had were opened by civil authorities.



Crop of native beans, Guinuyuran Settlement Farm School, Bukidnon.



Breeding bull and half-blooded offspring, Bukidnon Agricultural School, Malaybalay, Bukidnon.



Mohammedan schoolgirls playing indoor baseball, school athletic meet, Jolo, Sulu.



Exhibit at Jolo, Sulu, of wicker furniture made by Mohammedan boys in schools of Tawitawi, an island of Sulu group.



The construction of school buildings and of teachers' cottages in the far-away regions where many of the non-Christians live is much hindered both by lack of transportation facilities and by lack of skilled labor. And when the buildings are finally up, the questions that arise with reference to the provision of adequate equipment and supplies almost defies solution, not so much because of cost as because of the difficulty of transporting such things through country that is often without roads and sometimes even without trails.

Some of the non-Christians, especially the Mohammedans, are inclined to look upon the education of girls as a thing not to be desired. This has caused among certain leaders or headmen and their followers much dissatisfaction with schools that naturally have for their aim the training of both sexes. But we think that this dissatisfaction will in time disappear. Already, many of the more progressive and younger of non-Christian leaders, having seen the good that the schools do, have come out in favor of education not only for both sexes but also for all classes alike. As a consequence, the enrolment of both boys and girls in non-Christian schools is increasing rapidly, as is shown by statistics for the provinces in which most of the non-Christians live.

From the academic standpoint, the content and method of education in non-Christian territory is to a large extent similar to the content and method of education in Christian territory.

But from the industrial or vocational standpoint, there is a decided difference, due largely to the fact that the industrial or vocational features of our school work always depend on the industrial pursuits of the people, and on the amount and the kinds of materials that can be had for industrial instruction, and on the amount of land available for farming, and on other such factors.

The commonest type of school now found among the non-Christians is the barrio type that is much on the order of the ordinary type of rural school in the United States, except that more thought is given in this country to the teaching of handicrafts and gardening. The next commonest type is the settlement farm school, which is growing more in favor every year. In the settlement farm school, the principles of farming and horticulture are taught through actual field work in the growing of crops; and in addition stock raising is given a certain amount of attention, though on a small scale. The training that the pupils at settlement

farm schools receive gives them a knowledge of methods in simple farming that helps them on to better things than they could ever expect from the crude methods employed by their fathers.

There are among non-Christians a few special schools that concentrate quite considerably on certain forms of industrial or vocational education. Among these are the Trinidad Agricultural School, the Bua School, the Zamboanga Trade School, the Mailag Agricultural School, the Lapak Agricultural School, and others. More such schools will be opened as fast as enrolment warrants and as fast as funds permit.

In the nine provinces in which most of the non-Christians live, we had in December, 1921, 36 American teachers; 1,926 Filipino teachers; 9 secondary schools; 61 intermediate schools; 840 primary schools; and a total enrolment of 82,656 pupils (56,807 of whom were boys and 25,849 of whom were girls). Although there was between December, 1916, and December, 1921, an increase of 152 per cent in the total annual enrolment of pupils, and an increase of 141 per cent in the total number of schools, in the nine non-Christian provinces, there is yet much to be done there before the advantages incident to free instruction are in reach of even one half of the children of school age. And since most of the non-Christians are poor and since not enough money can be raised among them through local taxation to help much toward the opening of new schools, the continued extension of education among them must depend for some time yet, as it has in the past, on the amount of Insular funds made available for this express purpose.

INSULAR SCHOOLS OF SPECIAL TYPE

Among the vocational schools there are six that are supported entirely from Insular funds and that for this reason come under the heading of Insular schools of special type. They are:

Vocational the Philippine Normal School, the Central Luzon Agricultural School, the Philippine School of Arts and Trades, the Philippine School of Commerce, the Philippine Nautical School, and the School for the Deaf and the Blind.

Enrolment in Each The following table shows the enrolment for December, 1921, in each of these schools as compared with the corresponding enrolment for December, 1920:

School	Enrolment for December, 1920			Enrolment for December, 1921		
	Male	Female	Total	Male	Female	Total
Philippine Normal School ¹	228	330	558	331	604	935
Central Luzon Agricultural School.....	809	21	830	718	15	733
Philippine School of Arts and Trades.....	579	-----	579	634	-----	634
Philippine School of Commerce ²	236	47	283	216	37	253
Philippine Nautical School.....	61	-----	61	60	-----	60
School for the Deaf and the Blind.....	48	27	75	59	21	80

¹ The enrolment here shown for the Philippine Normal School is exclusive of the enrolment in practice classes, which for December, 1921, was 791.

² The enrolment given for the Philippine School of Commerce is exclusive of the enrolment in the night classes, which for December, 1921, was 289.

There are two things that seriously hinder the work at the Philippine Normal School. One is the lack of a building on the Philippine Normal School grounds for the practice classes, and the other is the great difficulty experienced in obtaining and in holding experienced normal teachers—teachers for critic and model work especially.

The building in which the normal practice classes are now housed is about 2 kilometers from the building in which the regular classes are housed. This arrangement is most unsatisfactory. In the first place, the building used for practice classes is too small and is not suited to the needs of a training department. And in the second place, student teachers find it both difficult and inconvenient to go back and forth between the two buildings particularly during the rainy season.

As a rule, teachers are not of much value as critic or model teachers until they have had at least a year's experience in the normal schools. If they could be contracted for, for three years of service, they could the first year be assigned to teach the grades or the classes that would for the next two years demand their attention as critic or model teachers. This would certainly prove of much greater help in making them really competent than anything that we have so far been able to do.

The normal-school library received during the past year from the 1921 graduating class a very generous gift of 771 new books, a new globe, and additional material for the giving of educational tests. The total value of the gift was ₱2,750 and it was presented to the school as a memorial to a former superintendent.

Through the kindness of the Commanding General of the Philippines Department of the United States Army, the services of a Filipino major in the Philippine Scouts who is a graduate of the United States Military Academy, have been obtained, without cost, for the direction at the normal school of the work

in military drill, which is required as a part of the physical-education program in all of our secondary schools. Under the guidance of this officer, the normal-school boys are taking an unusual amount of interest in military training and are thus quite naturally making commendable progress in it.

Although the purpose of the Philippine Normal School is primarily to turn out elementary teachers, a number of the graduates are now teaching in secondary schools in places where better-qualified teachers cannot be obtained.

The outstanding feature of the year's work at the Central Luzon Agricultural School has already been mentioned in this Central Luzon Agricultural School report. The general financial depression and the accompanying reductions in prices of farm products had a telling effect on the year's program at this school.

Early in 1921, rice, the principal crop raised at the Central Luzon Agricultural School, became so low in price that it could not be sold for what it cost to produce it. This of course resulted in losses not just at the school but throughout the section in which the school is located. On account of this and for other reasons, it became necessary at the beginning of the school year in June to limit the school enrolment. This has proved a blessing in disguise, because it has not only made possible a more careful selection of students, but has also brought about a reduction in the size of classes which before this had been much too large.

As we have pointed out before, most of our schools are community centers to an uncommon degree. And the Central Luzon Agricultural School is probably the most effective community center of them all. It is now taking the leading rôle in increasing happiness and prosperity in one of the largest rice-producing regions of the Philippines. And the students, who come from nearly all over the Islands, get much of value in the way of training in community leadership. This of course will help them become forces of progress in the communities in which they live after they graduate.

There have been few changes at the Philippine School of Arts and Trades within the past year. A saving of more than ₱550 a month has been instituted there through a reduction in personnel. The course in automobile driving has been suspended because of the lack of sufficient funds to maintain automobiles for practice driving. Many new and appropriate books have been added to the

Philippine School
of Arts and Trades



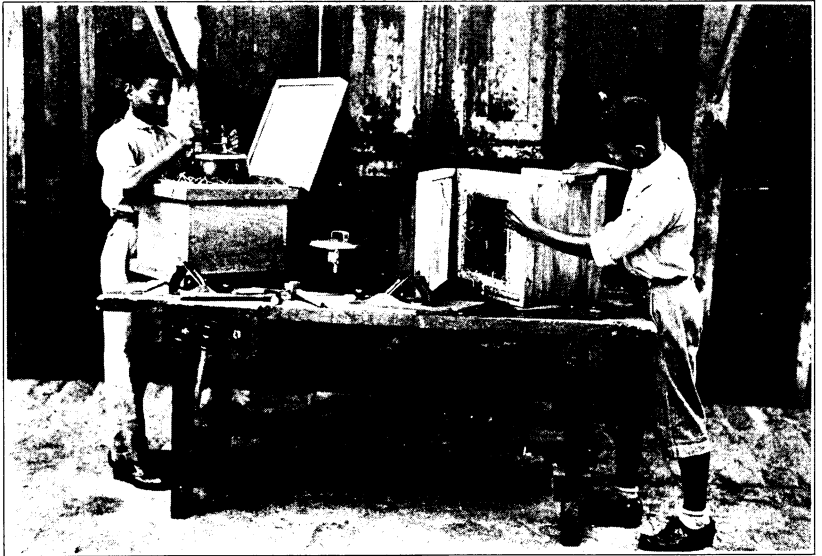
Class in drawing, Philippine School of Arts and Trades, Manila.



Class in typewriting, Philippine School of Commerce, Manila.



Students at work on irrigation canal, Central Luzon Agricultural School, Muñoz, Nueva Ecija.



Deaf boys, School for the Deaf and the Blind, making fireless cookers for their mothers.

library, and all of the books in the library have been reclassified and recatalogued.

There has been a decrease in enrolment at the Philippine School of Commerce, due largely to the raising of entrance requirements and to the general business depression. There is one thing that the school needs more than anything else, and that is a more suitable building. Many of the day students, and practically all of the night students, at the school of commerce are self-supporting.

Philippine School
of Commerce

Many of the Philippine Nautical School students, who in 1921 completed their two years of work ashore, had difficulty in obtaining places on seagoing vessels where they are supposed to get the eighteen months of practical experience that is required of them before they can obtain licenses as marine officers. The only way that this difficulty can ever be overcome is for the school to be provided with a training ship on which the students can get their practical experience along with the theoretical training.

Philippine
Nautical School

The new building in Pasay, Rizal, for the School for the Deaf and the Blind will soon be ready for occupancy. The grounds are far enough from Manila Bay to have a good school garden and near enough for the children to enjoy good salt-water bathing and swimming.

School for the Deaf
and the Blind

Caning is now being taught at the School for the Deaf and the Blind as a part of the industrial work for the blind. In connection with the industrial program for blind pupils, there are two aims that are worthy of note. One is to teach them their capabilities, and the other is to convince them and the public that they can work in spite of their inability to see.

There are two literary societies at the School for the Deaf and the Blind—one for the deaf and the other for the blind. Both societies afford the pupils much in the way of entertainment, instruction, and practice in the use of English.

SCHOOL LIBRARIES

Public-school libraries in the Philippines, as a general rule, have a much broader mission and are conducted more on the order of community institutions than public-school libraries in America and in other countries. This is due primarily to the fact that in most places in the Philippines the school libraries are the only libraries that the people of the school communities have access to.

Mission

The chief aim of a school library is of course to encourage the reading habit. Since pupils learn to read and learn to like to

read through practice, it is necessary to furnish them with books that will attract and that will interest them from the start.

Care in Choosing Books Many of the captivating stories that are suitable for school libraries in America are not suitable for school libraries here because of the dialect or colloquial English that they contain. Other books may not be suitable for other reasons. It thus becomes highly important for our teachers, when they purchase books for school libraries, to be very careful to choose only those books that present the fewest of difficulties and that can thus be used to the best of advantage.

The work (started in 1920) of replacing in our school libraries the Library of Congress classification by the Dewey decimal classification has proceeded with dispatch. As a result of this

Library Reorganization work, practically all of the secondary and intermediate-school libraries in Manila and most of the secondary-school libraries in the provinces have been reorganized. In some of the provinces the work is now being extended to the central schools of the larger municipalities.

The inspector of school libraries from the General Office visited 21 of the school divisions during 1921 and found laudable work

Library Inspection being done wherever the reorganization of libraries was being undertaken. The inspector gave personal assistance, offered suggestions, and made plans wherever they were needed, and in so doing, met with very favorable response from superintendents, principals, and teachers.

To train personnel for the administration of school libraries and for work with the Dewey decimal classification, a course in library practice was offered last year to teachers attending

Course in Library Practice the Teachers Vacation Assembly in Manila. The enrolment in the course was very representative, the teachers who chose to take the work having come from nearly all parts of the Islands.

A library manual adapted to Philippine needs and to Philippine conditions is now being prepared for the use of all teachers who are responsible for the success of school libraries. The

Library Manual manual will give practical directions for all of the mechanical and technical processes involved in the organization and in the administration of a school library and will contain a suggestive list of books suitable for school use.

Most of our secondary-school libraries are now in charge of **Teachers in Charge** teacher-librarians; that is, in charge of men or women who do library work and teach at the same time. Only a few of the secondary schools have librarians who give full time to library work.

As may be seen from a study of Table 13 in Appendix E of this report, substantial gains have been made both in the number of school libraries and in the number of books in school libraries.

Gains Made We have sent out from Manila a number of books to be used as beginnings for new libraries. And we have sent out a few books to be added to old libraries, but most of the books for the older libraries have been purchased locally (with money obtained from matriculation fees and from school benefits). Some have been given by friends and patrons of the schools.

TEXTBOOKS, PUBLICATIONS, AND OTHER PRINTED MATERIAL

Practically all of the textbooks used in our elementary schools are written especially for Filipino children and are therefore very well adapted to local conditions. But this is not true

Adaptation of Textbooks to Local Needs of our secondary textbooks, most of which are written for American students. Since the number of secondary textbooks sold in the Islands is,

and will for some time continue to be, too small to make the preparation of special secondary textbooks profitable, we cannot expect to do anything better now than to continue to use American textbooks and supplement them from time to time by whatever local material and suggestions we can put into the hands of secondary teachers.

Textbooks now in use in our schools are listed in Appendix D of this report. The last adoption was in 1918, for a period of five years. The next adoption is thus scheduled for 1923.

Next Adoption of Textbooks in 1923 With one exception, present contracts for textbooks expire in September, 1923. Requests will soon be made of publishers to submit sample books for consideration in connection with the 1923 adoption and to send in bids for supplying them.

A few of our textbooks we produce ourselves, just as we do bulletins, manuals, and other publications, the printing and the binding being done by the Bureau of Printing. The cost of

Bureau of Education Publications these books is of course far less than the cost of books gotten out by publishing companies.

Among the publications that we received from the Bureau of Printing during 1921 were the following: a reprint of *Selected Short Poems*, for use in the second year of the secondary course; a reprint of *Woodworking for Beginners*, a textbook for use in trade schools and in school shops; a reprint of *Woodworking for Public Schools*, a manual for teachers; a reprint (in modified form) of the *Course of Study for Inter-*

mediate Grades; and the Twenty-First Annual Report of the Director of Education.

Every year a large amount of material is planotyped or mimeographed in the General Office and sent to the field. Besides the usual general instructions, general circulars, general memorandums, general letters, technical bulletins, etc., this material during 1921 included: a new course of study in English for high schools; a tentative course of study in language and reading for the primary grades; an outline of a course in reading for normal courses; an adaptation of the Dewey decimal classification for use in central-school libraries; a station list of superintendents, Insular teachers, etc.; and material on home care of the sick and on infant care for use in fourth-year high-school domestic-science classes.

Planotyped and
Mimeographed
Material

SCHOOL BUILDINGS AND SCHOOL SITES

The provision of adequate sites and adequate buildings in sufficient numbers to take care of the increasing enrolment in the public schools constitutes a great and difficult problem, the solution of which calls for far more money, energy, and ingenuity than is commonly supposed.

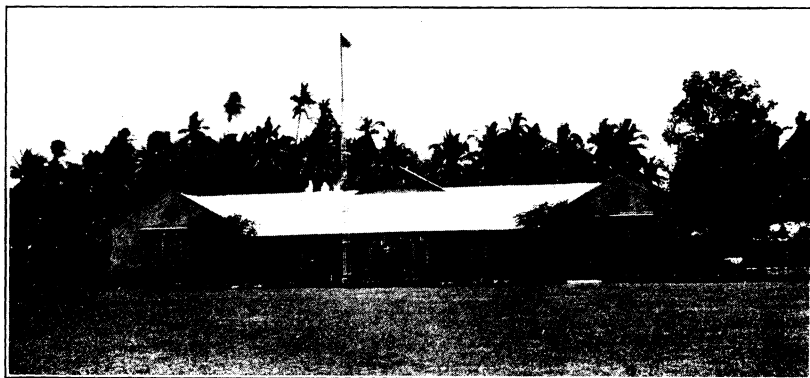
Their Provision a
Great Problem

There were during 1921 a number of trying circumstances that tended to make our building program more difficult. Act 2980, carrying Insular appropriations for public works, appropriated ₱1,215,000 for the purchase of additional school sites and for the construction of additional school buildings, but due to the financial depression that became so acute later in the year, there were released from this appropriation only a few small allotments, as follows:

Trying Circum-
stances during 1921

For elementary schools.....	₱200,000
For agricultural schools.....	50,000
For normal schools.....	35,000
For high schools.....	33,500
Total	318,500

Because of decreases in local revenues, municipal appropriations for the purchase of sites and for the construction of buildings have been much less than what was first anticipated. And because of tightness in the money market, the provisions of Act 2791 authorizing provinces and municipalities to borrow money for permanent public improvements were taken advantage of to a much lesser degree during 1921 than during 1920.



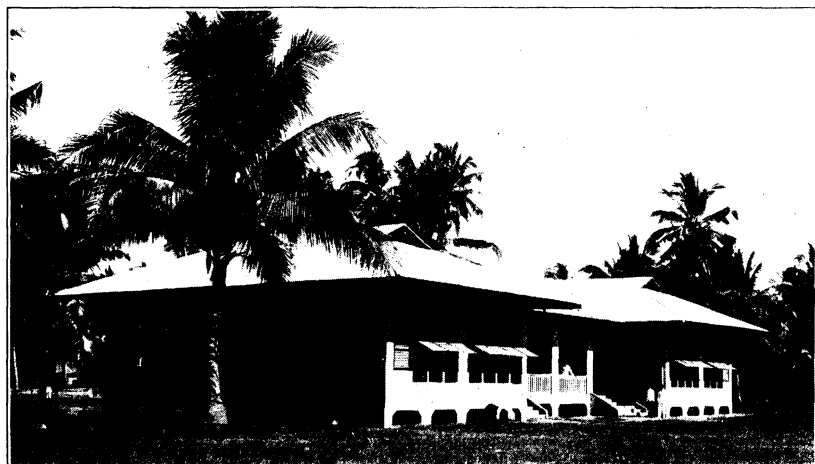
Zamboanga High School building, Zamboanga.



Samar High School building, Catbalogan, Samar.



Central-school building, Bacaycay, Albay.



Tagoloan Elementary School building, Tagoloan, Misamis.



These conditions, coupled with the high cost of materials and transportation and the failure to collect taxes on time, have forced us to resort to the construction of more temporary buildings than we would have ever thought feasible otherwise. And out of the year's increase of 965 in the number of government-owned school buildings, 751 are classified as temporary and 95 as mixed-material, while only 119 are classified as permanent.¹

Among the larger of permanent buildings started during the year and still under way are: a ₱275,000 building for the School for the Deaf and the Blind, in Pasay, Rizal; a 20-room central-school building in San Pablo, Laguna; a 9-room central-school building in Guindulman, Bohol; a 9-room central-school building in Mandaue, Cebu; and a 9-room central-school building in Carigara, Leyte.

The Zamboanga Normal School building has at last been completed at a total cost of about ₱420,000. The building is now occupied. The completion of the work on the other two normal-school buildings that have been under way for the last two or three years is still being much deferred because of lack of funds.

Since there are always more schools in operation than there are government-owned buildings to house them, it is necessary each year to rent enough privately owned buildings to take care of them. Although most of the rented buildings are the best that can be obtained, they are as a rule not satisfactory for school purposes.

During the year just past, 157 school buildings were reported as destroyed by various contingencies. Of these buildings, 5 were classified as permanent; 23, as mixed-material; and 129, as temporary. The fact that so many of the buildings destroyed were temporary is a good argument in favor of the construction wherever possible of permanent buildings, which besides being more satisfactory are in the end more economical. Three of the permanent buildings destroyed were concrete buildings located in the division of Ba-

¹ The year's increase in the number of rooms in government-owned school buildings is 2,550. Some of these rooms have been provided through the enlargement of a few old buildings, but most of them have been provided through the construction of new buildings.

tanés. They were destroyed by an exceptionally violent typhoon that passed over that region in July.

When a good building is destroyed and at the same time is uninsured, a serious situation arises in the community in which it was located, especially if the community is without funds with which to put up a new building. It is for the purpose of avoiding situations of this kind that this Office has at various times directed superintendents to do everything in their power to have insurance taken out and kept up on all provincial and municipal school buildings that are insurable under present regulations.

Our school sites are acquired in three ways; namely, by purchase, through donations, and from government reservations. The number of sites acquired during 1921 was 573,¹ of which 73 were acquired by purchase; 432, through donations; and 68, from reservations. It may thus be seen that nearly six times as many sites were acquired through donations as were acquired either by purchase or from reservations.

SCHOOL FINANCES

Our school system is financed through funds obtained from governmental sources—Insular, provincial, and municipal—supplemented by funds obtained from voluntary contributions. The net total of 1921 expenditures for school purposes is not yet known, because the figures representing 1921 provincial and municipal school expenditures are not yet available. The net total of expenditures for 1920 was ₱19,011,077.50—an expenditure per capita of ₱1.843 (figured on the basis of the 1918 census) and an expenditure per pupil of ₱22.732 (figured on the basis of average monthly enrolment).

For the year 1921, the total of funds made available for the Bureau of Education from Insular sources was ₱15,431,100.24, or ₱1,711,616.65 more than was made available for 1920. Of this ₱15,431,100.24, ₱14,887,042.20 was for direct disbursement by the Director of Education. The rest amounting to ₱544,058.04 remained under the control of the Director of Public Works.

The gross total of expenditures from the ₱14,887,042.20 placed at the disposal of the Director of Education was ₱14,572,098.71, but since the reversions of income amounted to ₱255,847.73, the

¹ The total estimated value of these sites is ₱301,917.45.

net total was ₱14,316,250.98. The total of expenditures from the ₱402,514.59 placed at the disposal of the Director of Education for permanent improvements, was ₱196,820.06, the balance carried forward being ₱205,694.53.¹ The total of expenditures for permanent improvements from the ₱544,058.04 remaining under the control of the Director of Public Works, was ₱480,605.58, the balance carried forward being ₱63,452.46.¹

Since figures representing provincial and municipal expenditures for school purposes during 1921 are not now obtainable, we are reporting herein corresponding figures for the fiscal year 1920.

The 1920 total of expenditures on provincial high, normal, agricultural, farm, trade, and commercial schools was ₱1,541,492.28, or ₱178,367.70 more than the corresponding total for 1919. But since ₱491,000 of the ₱1,541,492.28 was derived from Insular funds distributed as aid to the provinces and was reported among 1920 Insular expenditures, the actual contribution of the provinces during 1920 to the support of provincial schools was ₱1,050,492.28, or ₱582,367.70 more than the corresponding contribution during 1919.

The 1920 total of expenditures on municipal schools was ₱10,855,854.75, or ₱3,294,763.81 more than the corresponding total for 1919. But since ₱6,497,055.16 of the ₱10,855,854.75 was derived from Insular funds distributed as aid to municipalities and was reported among 1920 Insular expenditures, the actual contribution of the municipalities during 1920 to the support of municipal schools was ₱4,358,799.59, or ₱643,247.54 more than the corresponding contribution during 1919.

The total value of 1921 voluntary contributions to the support of public schools was ₱1,347,124.34, or ₱547,586.50 more than the total value of voluntary contributions in 1920. The willingness with which the people give land, money, material, and labor for school purposes has for years been one of the most commendable features of educational accomplishment in these Islands. One of the most praiseworthy examples of this sort of giving that we can think of is the recent bequest of property estimated to be worth sev-

¹ This balance is to be used for the purposes specified in the acts in which the appropriations were made.

eral hundred thousand pesos to the public schools by the late Mr. Esteban Jalandoni, of Iloilo. It is largely because of the generosity, the enthusiasm, and the encouragement of such individuals as the late Mr. Jalandoni that the present program for the extension of elementary education has been so eminently and widely successful.

Respectfully submitted.

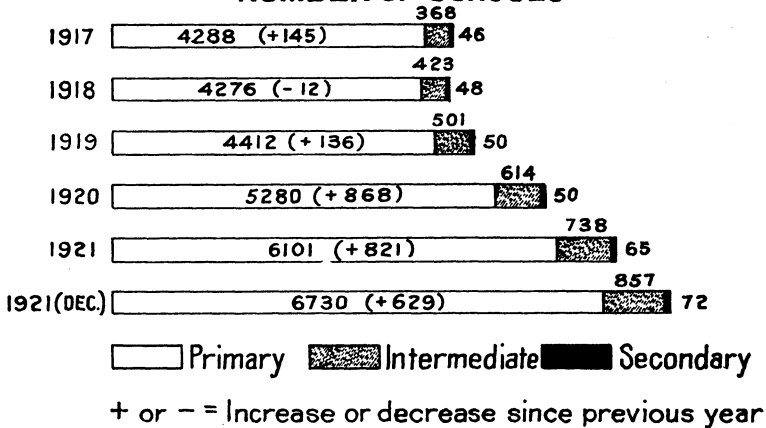
LUTHER B. BEWLEY
Director of Education

APPENDIXES

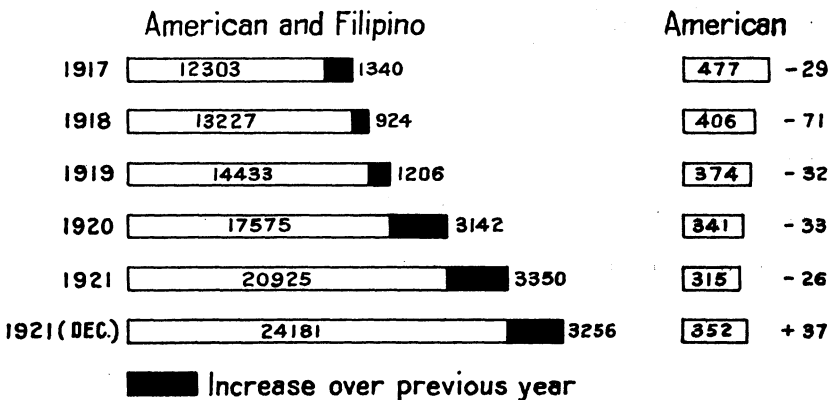
Appendix A.—GRAPHS

DEVELOPMENTS IN PHILIPPINE PUBLIC SCHOOLS

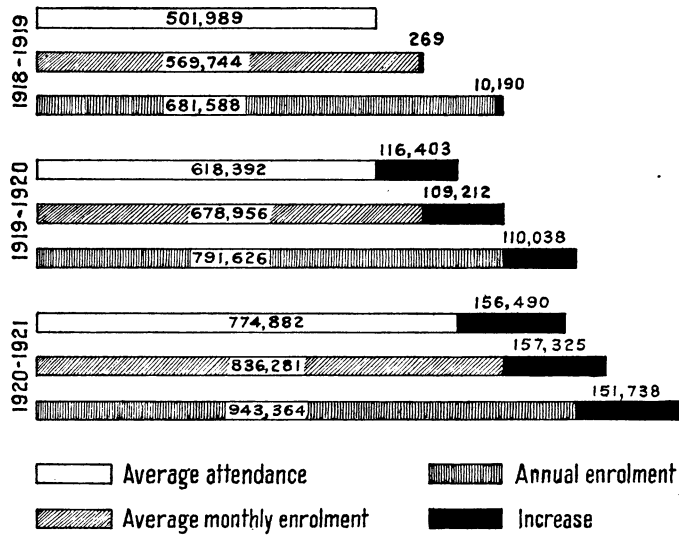
NUMBER OF SCHOOLS



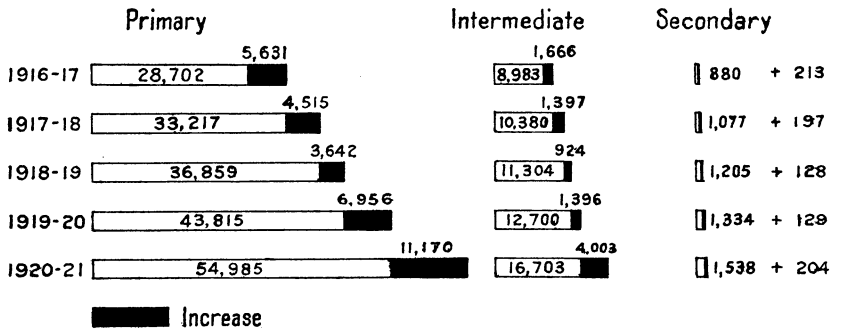
NUMBER OF TEACHERS



NUMBER OF PUPILS



NUMBER OF GRADUATES

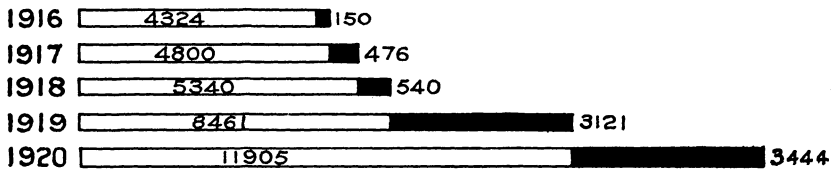


EXPENDITURES FOR EDUCATION

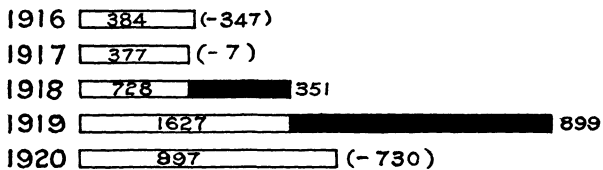
IN THOUSANDS OF PESOS

INSULAR

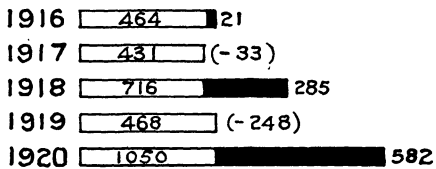
ADMINISTRATION AND INSTRUCTION



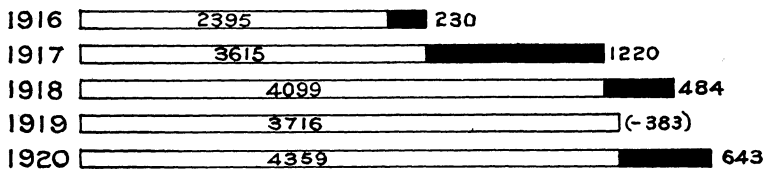
BUILDINGS



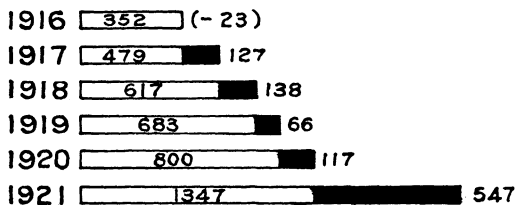
PROVINCIAL



MUNICIPAL



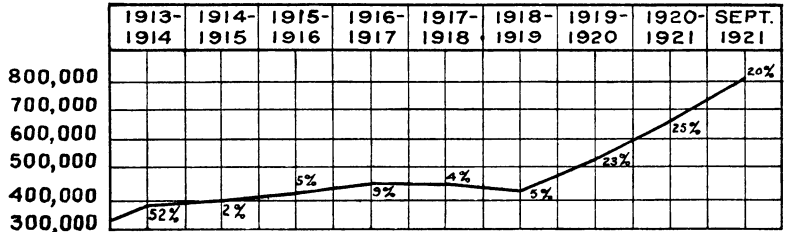
VOLUNTARY CONTRIBUTIONS



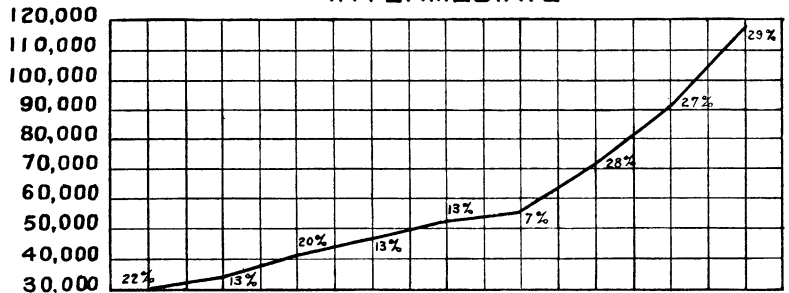
 Increase

AVERAGE DAILY ATTENDANCE

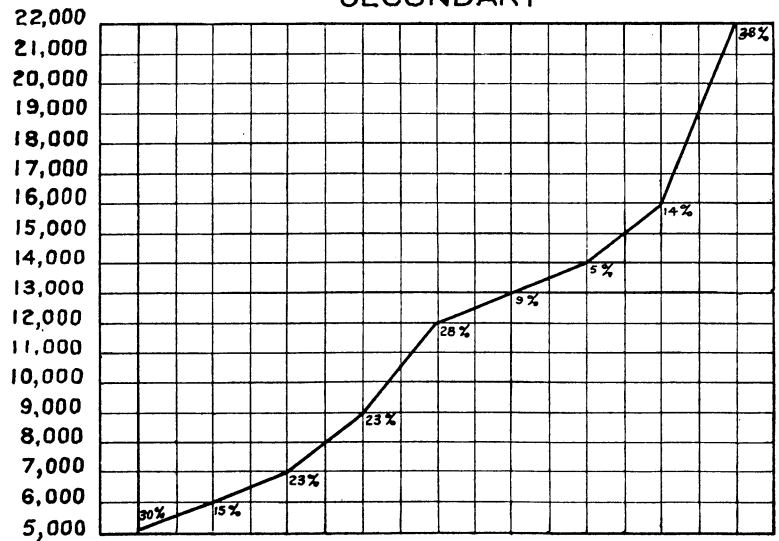
PRIMARY



INTERMEDIATE



SECONDARY

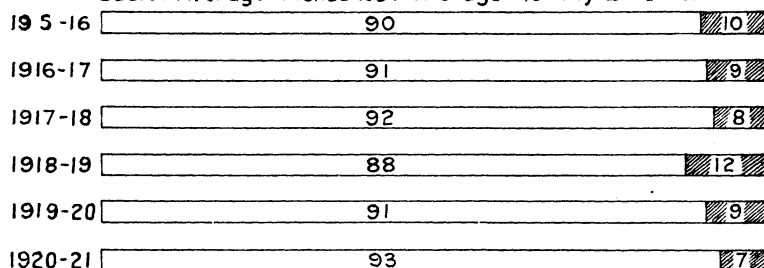


% Indicates annual rate increase or decrease

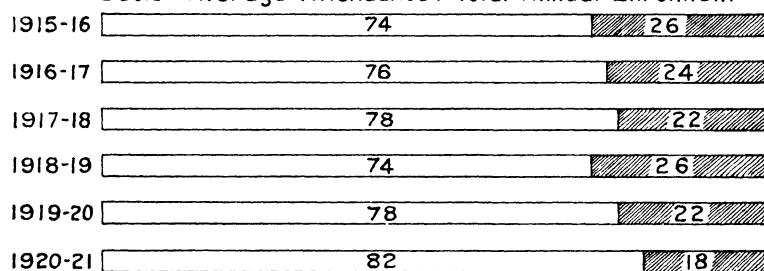
PERCENTAGES OF ATTENDANCE

 Per cent absent

Basis: Average Attendance ÷ Average Monthly Enrolment

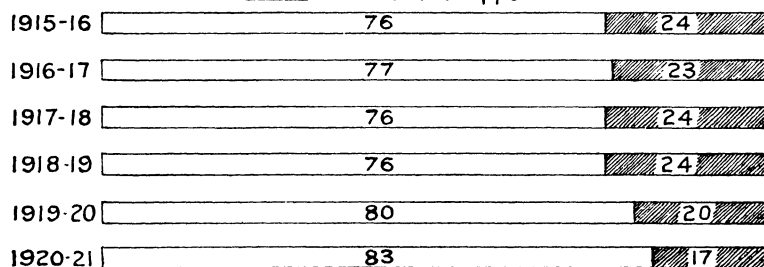


Basis: Average Attendance ÷ Total Annual Enrolment

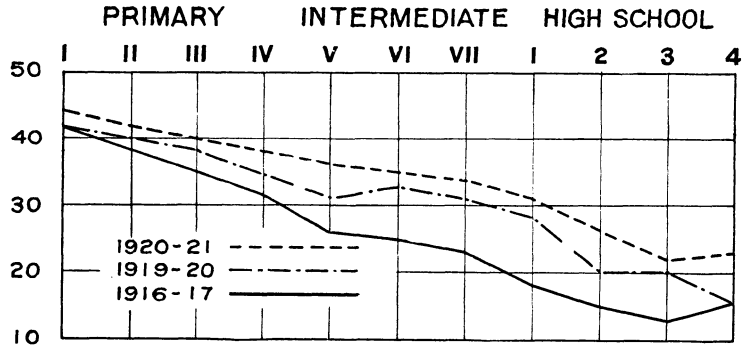


PERCENTAGES OF PUPILS HELD IN SCHOOL THROUGH THE YEAR

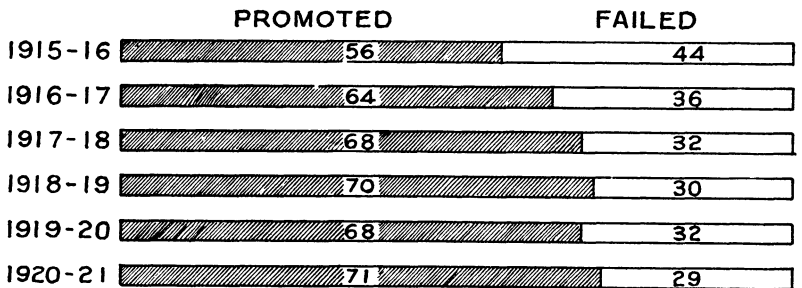
 Per cent dropped



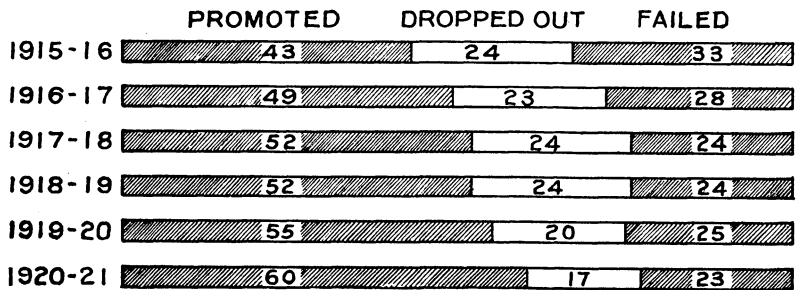
PERCENTAGES OF PUPILS IN EACH GRADE WHO ARE GIRLS



PERCENTAGES OF PUPILS PROMOTED BASED ON MARCH ENROLMENT



BASED ON ANNUAL ENROLMENT



AGRICULTURAL EDUCATION

FARMING

SCHOOLS	AREA CULTIVATED
1917-18 138 14	838 Ha. 194
1918-19 189 51	1136 Ha. 298
1919-20 251 62	1566 Ha. 430
1920-21 302 51	2193 Ha. 627

GARDENING

SCHOOL GARDENS	PUPILS' HOME GARDENS
1917-18 4023 63	103,668 49,013
1918-19 4385 362	120,975 17,307
1919-20 5130 745	160,032 39,057
1920-21 6277 1147	134,317 (- 25,715)

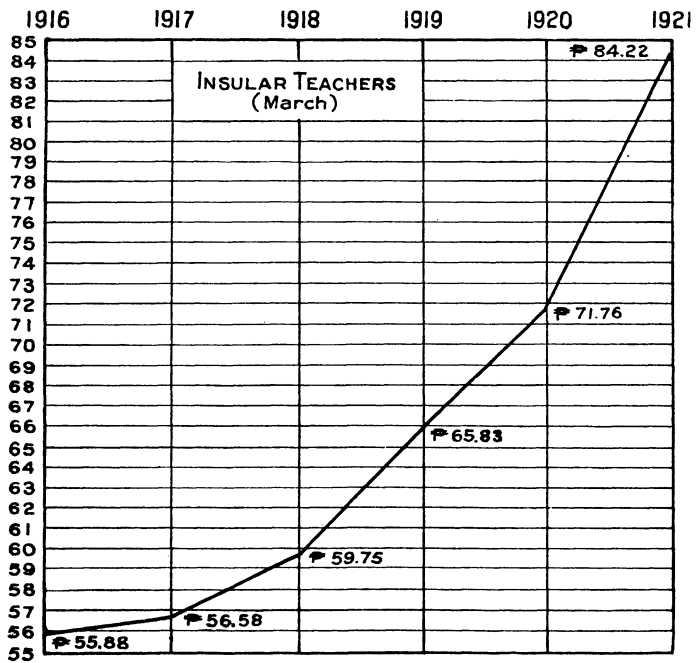
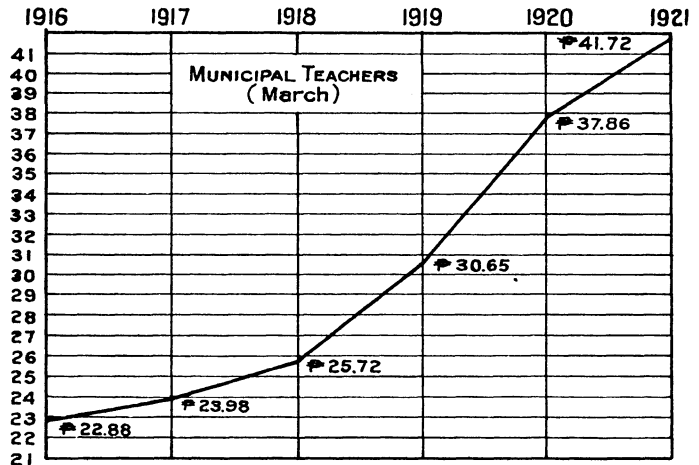
EXTENSION WORK

GARDEN DAYS	AGRICULTURAL CLUBS
1918-19 1352 12	1718 553
1919-20 1509 157	1897 179
1920-21 1636 127	1814 (- 83)

PUPILS REACHED

FARMING	GARDENING	CLUBS
1918-19 17,955 6,855	133,321 24,065	24,351 6,376
1919-20 22,384 4,429	166,533 33,212	24,142 (- 209)
1920-21 26,930 4,546	150,952 (- 6,581)	23,821 (- 321)

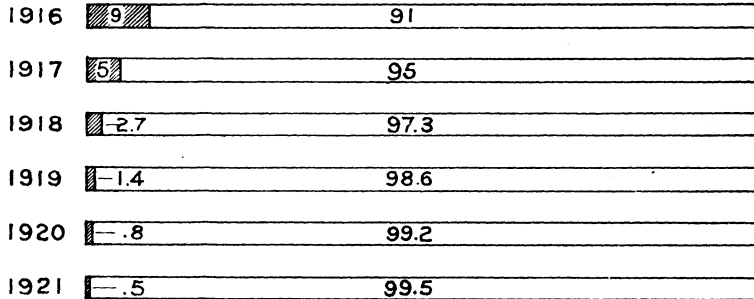
AVERAGE MONTHLY SALARIES OF FILIPINO TEACHERS



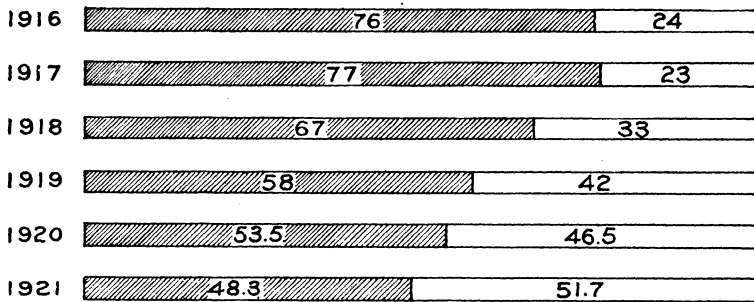
PERCENTAGE OF TEACHERS IN DIFFERENT KINDS OF WORK

 Americans  Filipinos

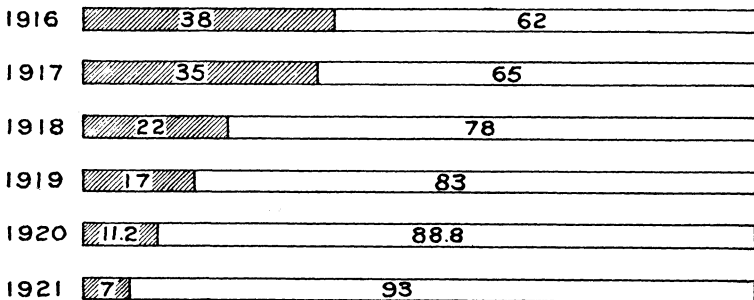
INTERMEDIATE TEACHERS



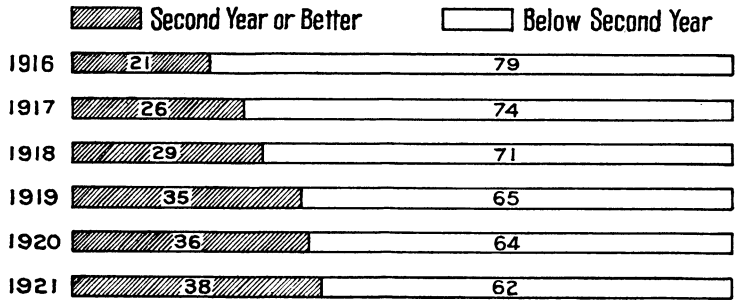
SECONDARY TEACHERS



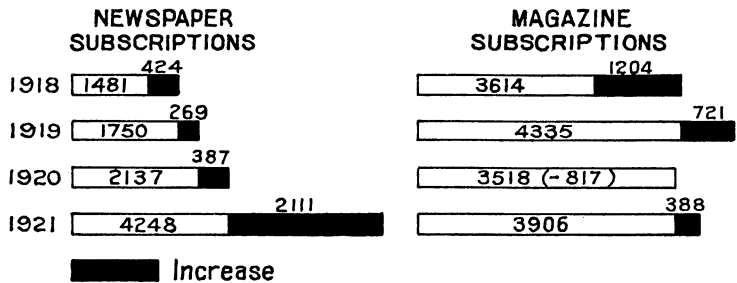
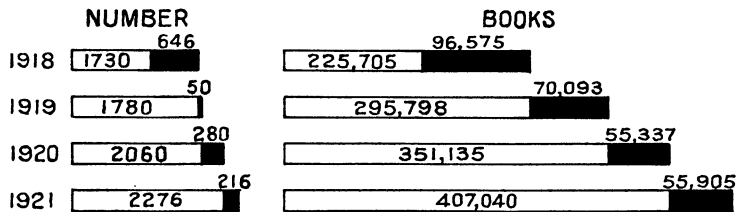
SUPERVISORS



PERCENTAGE OF FILIPINO TEACHERS OF SECOND YEAR ATTAINMENTS OR BETTER

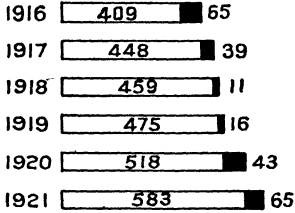


SCHOOL LIBRARIES (DECEMBER)

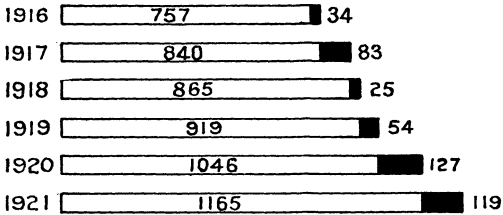


PERMANENT SCHOOL BUILDINGS

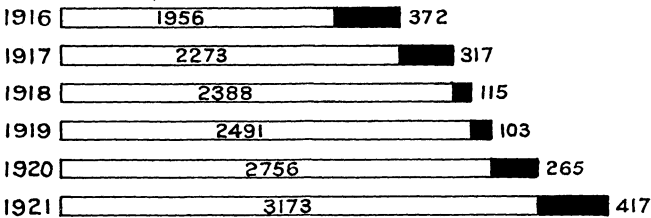
NUMBER OF REINFORCED CONCRETE BUILDINGS



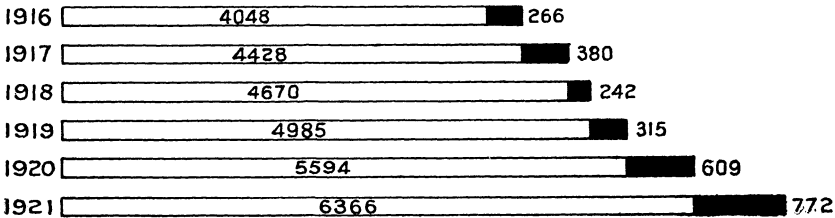
NUMBER OF ALL TYPES OF PERMANENT BUILDINGS



NUMBER OF ROOMS IN REINFORCED CONCRETE BUILDINGS



NUMBER OF ROOMS IN ALL TYPES OF PERMANENT BUILDINGS



■ Increase over previous year

COMMERCIAL WORK DONE

IN

TRADE SCHOOLS AND PROVINCIAL SCHOOL SHOPS

1916	₱ 158,264	₱ 35,426
1917	₱ 212,970	₱ 54,706
1918	₱ 197,613 (₱ 15,357)	
1919	₱ 305,380	₱ 107,767
1920	₱ 380,190	₱ 74,810
1921	₱ 330,376 (- ₱ 49,814)	

█ Increase

Appendix B.—BUREAU OF EDUCATION PERSONNEL

December 31, 1921

THE DIRECTORATE

LUTHER B. BEWLEY, Director of Education.

GABRIEL R. MAÑALAC, Assistant Director of Education.¹

THE GENERAL OFFICE

JOHN W. OSBORN, Assistant to the Director.²

G. GLENN LYMAN, Superintendent of Property and Accounts and ex-officio Chief of the Administrative Division.³

ROY K. GILMORE, Chief of the Academic Division.⁴

HORACE E. CUTLER, Chief of the Industrial Division.

NORTH H. FOREMAN, Superintendent of Agricultural Education.

GRADY GARRETT, Editor.

JOSE A. DE KASTRO, Chief Clerk.

MARIANO G. DEL ROSARIO, Chief Accountant.

ALBERTO DALUSUNG, Property Officer.

JOSE REYES, Chief of the Records Division.

POTENCIANO MAGTIBAY, Acting Chief of the Buildings Division.

¹ Gabriel R. Mañalac was appointed Assistant Director of Education December 12, 1921, to succeed Camilo Osias, who is now President of the National University.

² John W. Osborn was Second Assistant Director of Education from February 9, 1920, to December 31, 1920. On January 1, 1921, the position of Second Assistant Director was abolished and Mr. Osborn then became a superintendent on special detail, with assignment as Assistant to the Director.

³ G. Glenn Lyman was appointed Superintendent of Property and Accounts July 1, 1921. He had been acting in that capacity since July 1, 1920.

⁴ Roy K. Gilmore was appointed Chief of the Academic Division June 7, 1921.

THE FIELD
Superintendents

Name	Province or School	Headquarters
Frank L. Meinke (Acting)	Abra	Bangued
Ralph F. Rawson (Acting)	Albay	Albay
Doroteo de Leon (Acting)	Antique	San Jose
Benito Pangilinan	Bataan	Balanga
Quirino San Buenaventura (Acting)	Batangas	Batangas
Frederic J. Waters	Bohol	Tagbilaran
Wiley B. Beard	Bulacan	Malolos
Sylvester C. Kelleher (Acting)	Cagayan	Tuguegarao
Carl B. Craibtree (Acting)	Camarines	Naga
Robert Clauson	Capiz	Capiz
J. Scott McCormick (Acting)	Cavite	Cavite
Samuel J. Wright	Cebu	Cebu
Luther Parker (Acting)	Ilocos Norte	Laog
Daniel E. Clancy (Acting)	Ilocos Sur	Vigan
O. H. Charles	Iloilo	Iloilo
John H. M. Butler (Acting)	Isabela	Iligan
Roderick G. McLeod	Laguna	Santa Cruz
John F. Brown (Acting)	Leyte	Tacloban
H. A. Bordner	Manila	Manila
Clayton I. Halsey (Acting)	Marinduque	Boac
Justo Ramos	Mindoro	Calapan
James M. Swartz (Acting)	Misamis	Cagayan
Charles A. Blue (Acting)	Mountain	Baguio
Lewis P. Willis (Acting)	Nueva Ecija	Cabanatuan
Roy D. Bennett	Nueva Vizcaya	Bayombong
William R. Hamme (Acting)	Occidental Negros	Bacolod
John C. Early	Oriental Negros	Dumaguete
Canon Monasterial (Acting)	Palawan	Cuyo
Adam C. Derkum	Pampanga	San Fernando
Edward J. Murphy	Pangasinan	Lingayen
Charles W. Rummell	Rizal	Pasig
Salustiano Vihar (Acting)	Romblon	Romblon
Charles E. Hoye	Samar	Catbalogan
Antonio Nera	Sorsogon	Sorsogon
John H. McBride, Jr. (Acting)	Surigao	Surigao
Arhur G. Spiller	Tarlac	Tarlac
Gilbert S. Perez	Tayabas	Lucena
Walter G. M. Buckisch	Union	San Fernando
Santiago Dumlao (Acting)	Zambales	Iba
Homer L. Nearpass (Acting)	Philippine Normal School	Manila
Carl Rydell	Philippine Nautical School	Pasay, Rizal
Robert L. Barron	Philippine School of Arts and Trades	Manila
Kilmer O. Moe	Central Luzon Agricultural School	Munoz, Nueva Ecija

Head Teachers

Name	Province	Headquarters
Osmundo S. de Castro	Batanes	Basco
Anacleto Apostol	Masbate	Masbate

DEPARTMENT OF MINDANAO AND SULU

JOHN J. HEFFINGTON, Department Superintendent, Zamboanga.

Division Superintendents

Name	Province	Headquarters
Frank P. Low (Acting)	Agusan	Butuan
B. Fielden Nutter (Acting)	Bukidnon	Malaybalay
Arthur E. Harpst	Cotabato	Cotabato
Vernon D. Gibson (Acting)	Davao	Davao
Ralph E. Spencer	Lanao	Camp Keithley
Jesse W. Light	Sulu	Jolo
Egbert M. Smoyer	Zamboanga	Zamboanga

Principals of Insular Schools

Miss BELLE MURPHY, Philippine School of Commerce, Manila.

Miss DELIGHT RICE, School for the Deaf and the Blind, Manila.

Superintendents on Special Assignments

THOMAS J. MCQUAIDE, Superintendent of Private Schools.

VICTOR OBLEFIAS (Acting), Camarines Agricultural School, Pili, Camarines.

Superintendents on Leave in the United States

CHARLES S. CROWTHER left the division of Palawan June 3, 1921.

WALLACE C. MAGATHAN left the General Office March 26, 1920.

JAMES C. SCOTT left the Philippine Normal School, Manila, December 15, 1920.

LEODEGARIO VICTORINO (pensionado to the United States) left the division of Mindoro July 9, 1919.

SEPARATIONS DURING 1921

Superintendents

JEROME B. BARRY (Acting), resigned from the superintendency of Albay.

CARL M. MOORE, transferred from the superintendency of the Department of Mindanao and Sulu to the governorship of Sulu.

JACOB A. ROBBINS (Acting), resigned from the superintendency of Occidental Negros.

CARL E. STOOPS (Acting), resigned from the superintendency of Surigao.

Appendix C.—COURSES OF STUDY

[Figures in parentheses indicate the number of recitations a week. The number is five unless otherwise stated. D means double or eighty-minute period.]

PRIMARY

Grade I	Grade II	Grade III	Grade IV
Language, good manners and right conduct. Conversational English (7). Reading (including phonics). Arithmetic. Spelling (2nd semester). Writing. Music. Drawing (3). Physical education. Industrial courses: Boys: Handweaving, or making of native baskets, or gardening, or club work. Girls: Handweaving, or sewing. For very small children stick, seed, and pebble laying may be employed. Time—30 minutes daily.	Language, good manners and right conduct. Conversational English (7). Reading (including phonics). Arithmetic. Spelling. Writing. Music. Drawing (3). Physical education. Industrial courses: Boys: Handweaving, or making of native baskets, or gardening, or club work. Girls: Sewing, or club work. Time—40 minutes daily.	Language, good manners and right conduct. Conversational English. Phonics. Reading. Arithmetic. Spelling. Writing. Music. Drawing (2). Home geography. Physical education. Industrial courses: Boys: Making of mats, handbags, etc., or hat making, or making of native baskets, or gardening, or club work. Girls: Sewing (3) and embroidery, or lace making, or crocheting, or hat making, or club work (2). Time—60 minutes daily.	Language, good manners and right conduct. Conversational English. Civics, hygiene, and sanitation (3). Reading (including phonics). Arithmetic. Spelling. Writing (2). Music (3). Drawing (2). Geography. Physical education. Industrial courses: Boys: Macramé, or making of mats, handbags, etc., or hat making, or advanced basketry, or slipper making, or carving, or woodworking, or making of brushes and brooms, or gardening, or pottery making, or club work. Girls: Sewing (2) and embroidery, or lace making, or tatting, or crocheting, or cooking and house-keeping, or hat making, or club work (3). Time—60 minutes daily.

INTERMEDIATE

General Course

Grade V	Grade VI	Grade VII
Conversational English, composition, and grammar. Reading and spelling. Arithmetic. Music } One half period each. Writing } Geography. Drawing (1D). Industrial courses: Boys: Making of mats, handbags, etc., or hat making, or basket making, or slipper making, or woodworking, or gardening, or club work (4D). Girls: Cooking and house-keeping (1D); sewing (1D); and embroidery, or lace making, or crocheting, or club work (2D).	Conversational English, composition, and grammar. Reading and spelling. Arithmetic. Music } One half period each. Writing } Geography. Drawing (1D). Industrial courses: Boys: Gardening, or club work (4D). Girls: Cooking and house-keeping (1D); sewing (1D); and embroidery, or lace making, or crocheting, or club work (2D).	Conversational English, composition, and grammar. Reading and spelling. Arithmetic. Philippine history and government. Physiology, hygiene, and sanitation. Drawing: Boys: (2D). Girls: (1D). Industrial courses: Boys: Woodworking, or bamboo furniture making, or gardening, or club work (3D). Girls: Cooking and house-keeping (1D); sewing (1D) and embroidery, or lace making, or crocheting, or loom weaving, or club work (2D).

INTERMEDIATE—Continued

Housekeeping-and-Household-Arts Course

Grade V	Grade VI	Grade VII
Conversational English, composition, and grammar. Reading and spelling. Arithmetic. Geography. Music (2). Drawing (1D). Industrial courses: Cooking and housekeeping (2D); sewing (1D); and embroidery, or lace making, or tatting, or crocheting, or pottery making, or farming, or club work (2D).	Conversational English, composition, and grammar. Reading and spelling. Arithmetic. Hygiene and home sanitation (4). Music (2). Drawing (1D). Industrial courses: Cooking and housekeeping (2D); sewing (1D); and embroidery, or lace making, or crocheting, or hat making, or loom weaving, or club work (2D).	Conversational English, composition, and grammar. Reading and spelling. Arithmetic. Hygiene and home sanitation (3). Philippine history (3). Music (2). Drawing (1D). Industrial courses: Cooking and housekeeping (2D); sewing (1D); and embroidery, or lace making, or crocheting, or loom weaving, or farming (2D).

Trade Course

Grade V	Grade VI	Grade VII
Conversational English, composition, and grammar. Reading and spelling. Arithmetic. Drawing (5D). Shopwork (woodworking or ironworking) (5D).	Conversational English, composition, and grammar. Reading and spelling. Arithmetic. Drawing (3D). Shopwork (woodworking or ironworking). (3 consecutive periods daily.)	Conversational English, composition, and grammar. Reading and spelling. Arithmetic (2D). Drawing (2D). Shopwork (woodworking or ironworking). (3 consecutive periods daily.) Estimating (1D).

Farming Course

Grade V	Grade VI	Grade VII
Conversational English, composition, and grammar. Reading and spelling. Arithmetic. Agriculture. Farmwork (3 consecutive periods daily). Drawing, carpentry, ironworking, and repair work on rainy days or when necessary.	Conversational English, composition, and grammar. Reading and spelling. Arithmetic. Agriculture. Farmwork (3 consecutive periods daily). Drawing, carpentry, ironworking, and repair work on rainy days or when necessary.	Conversational English, composition, and grammar. Reading and spelling. Arithmetic. Agriculture. Farmwork (3 consecutive periods daily). Drawing, carpentry, ironworking, and repair work on rainy days or when necessary.

SECONDARY
General Course
Required Subjects

First Year	Second Year	Third Year	Fourth Year
Literature (4). Current events (1).	Literature and composition.	Literature and composition.	Literature and composition.
Composition.	Physical geography.	Biology (5D).	Economic conditions in the Philippines.
United States history (3) and government (2).	General history (4). Current events (1).	General history (4). Current events (1).	Philippine history and government (4). Current events (1).
Algebra.	Geometry.	Advanced algebra. Review arithmetic.	Physics (5D).
Physical education: Military drill (2). Group games, etc. (3).	Physical education: Military drill (2). Group games, etc. (3).	Physical education: Military drill (2). Group games, etc. (3).	Physical education: Military drill (2). Group games, etc. (3).

Optional Subjects

First Year	Second Year	Third Year	Fourth Year
Music.	Music.	Spanish. Music.	Spanish. Music.

The Four-Year Normal Course

First Year	Second Year		Third Year	Fourth Year
Literature (4). Current events (1).	Literature and composition.		Literature and composition.	Literature and composition.
Composition.	Reading, story-telling, dramatization, and library practice.		Biology.	Economic conditions in the Philippines.
United States history (3) and government (2).	General history (4). Current events (1).		General history (4). Current events (1).	Philippine history and government (4). Current events (1).
Music (3). Writing (2).	Geography.		Psychology. Methods.	Physiology, hygiene and sanitation. History of education and education in the Philippines.
Industrial work (3D). Drawing (2D).	Grammar.	Arithmetic.	Observation and teaching.	Observation and teaching.
Physical education (3).	Physical education (3).		Physical education (3).	Physical education (3)

SECONDARY—Continued
The Two-Year Normal Course

First Year	Second Year	
Literature and composition (4). Current events (1).	Literature and composition.	
Reading and phonics.	Story-telling, dramatization, plays and games, library practice (4). Current events (1).	
United States history and government.	General history.	
Primary methods.	Primary methods.	Education in the Phil- ippines.
Industrial instruction (3D).	Observation, teaching, and conferences.	
Drawing (1D).	Physical education (3).	
Writing (1).		
Music (1).		

Domestic-Science Course

Required Subjects

First Year	Second Year	Third Year	Fourth Year
Literature (4). Current events (1).	Literature and compo- sition.	Literature and compo- sition.	Literature and compo- sition.
Composition.	Physical geography.	Biology (5D).	Economics.
U. S. history (3). U. S. government (2).	General history (4). Current events (1).	General history (4). Current events (1).	Philippine history and government (4). Current events (1).
Embroidery or lace (3D). Plain sewing (2D).	Housekeeping and cookery (3D). Plain sewing (2D).	Foods and cookery (3D). Embroidery or lace(2D).	First aid, home care of sick, care and feeding of infants and of children (3D). Embroidery or lace (2D).

Optional Subjects

First Year	Second Year	Third Year	Fourth Year
Music.	Music.	Music. Spanish.	Music. Spanish.

SECONDARY—Continued

Course in Agricultural Education

First Year	Second Year	Third Year	Fourth Year
English.	English.	English.	English.
Farm arithmetic.	Civic biology (5D).	Farm entomology (5D).	Farm physics (5D).
Horticulture.	Animal husbandry.	Farm crops.	Extension work.
Physical education (2).	Physical education (2).	Physical education (2).	Physical education (2).
Field work (4 hours daily for 6 days a week).	Field work (4 hours daily for 6 days a week).	Field work (4 hours daily for 6 days a week).	Field work (4 hours daily for 6 days a week).

Course in Farm Mechanics

First Year	Second Year	Third Year	Fourth Year
English.	English.	English.	English.
Farm arithmetic.	Civic biology (5D).	Farm entomology (5D).	Farm physics (5D).
Farm engineering.	Farm engineering.	Farm engineering.	Farm engineering.
Physical education (2).	Physical education (2).	Physical education (2).	Physical education (2).
Field work (4 hours daily for 6 days a week).	Field work (4 hours daily for 6 days a week).	Field work (4 hours daily for 6 days a week).	Field work (4 hours daily for 6 days a week).

Course in Farm Management

First Year	Second Year	Third Year	Fourth Year
English.	English.	English.	English.
Farm arithmetic.	Civic biology (5D).	Farm entomology (5D).	Farm physics (5D).
Horticulture.	Animal husbandry.	Farm management.	Farm management.
Physical education (2).	Physical education (2).	Physical education (2).	Physical education (2).
Field detail (4 hours daily for 6 days a week).	Field detail (4 hours daily for 6 days a week).	Field detail (4 hours daily for 6 days a week).	Field detail (4 hours daily for 6 days a week).

Appendix D.—TEXTBOOKS

PRIMARY

Grade I—

- First Year Book. Fee and others.
- Philippine Chart Primer. Coleman and others.

Grade II—

- First Primary Language Book. Reimold.
- Revised Insular First Reader. Gibbs.
- Primary Arithmetic, Parts 1 and 2. Bonsall.
- First Spelling Book. Purcell.
- The Modern Music Series, Primer. Smith.

Grade III—

- Second Primary Language Book. Reimold.
- Revised Insular Second Reader. Gibbs.
- Primary Arithmetic, Part 3. Bonsall-Mercer.
- First Spelling Book. Purcell.
- The Modern Music Series, First Book. Smith.

Grade IV—

- Second Primary Language Book. Reimold.
- Revised Insular Third Reader. Gibbs. (Basic.)
- Stories of Long Ago in the Philippines. McGovney. (Supplementary.)
- Primary Arithmetic, Part 3. Bonsall-Mercer.
- First Spelling Book. Purcell.
- The Modern Music Series, First Book. Smith.
- Primary Geography. Townsend-Marshall.

INTERMEDIATE

Grade V—

- Aldine First Language Book. Bryce and Spaulding.
- The Carter Intermediate Readers, Book One. Carter. (Basic.)
- Fifty Famous Stories Retold. Baldwin. (Supplementary.)
- The Philippine Readers, Book Five. Osias. (Supplementary.)
- Good Manners and Right Conduct for Grade V. McVenn.
- Intermediate Arithmetic, Part 1. Mercer-Bonsall.
- The Modern Music Series, Second Book. Smith.
- Intermediate Geography. Miller-Polley.
- Housekeeping. Butts.
- Woodworking for Beginners. Cheney. (Trade course only.)

Grade VI—

- Aldine Second Language Book. Bryce, Spaulding, and Shoens.
- The Carter Intermediate Readers, Book Two. Carter. (Basic.)
- The Book of Legends. Scudder. (Supplementary.)
- The Philippine Readers, Book Six. Osias. (Supplementary.)
- Good Manners and Right Conduct for Grade VI. McVenn.

INTERMEDIATE—Continued

Grade VI—Continued.

- Intermediate Arithmetic, Parts 2 and 3. Mercer-Bonsall.
- The Modern Music Series, Second Book. Smith.
- Intermediate Geography. Miller-Polley.
- Sanitation and Hygiene for the Tropics. Ritchie-Purcell. (House-keeping-and-household-arts course only.)
- Housekeeping. Butts.
- Woodworking for Beginners. Cheney. (Trade course only.)

Grade VII—

- Aldine Third Language Book. Spaulding, Bryce, and Buehler.
- The Carter Intermediate Readers, Book Three. Carter. (Basic.)
- The Song of Hiawatha. Longfellow. (Basic.)
- The Philippine Readers, Book Seven. Osias. (Supplementary.)
- Good Manners and Right Conduct for Grade VII. McVenn.
- Intermediate Arithmetic, Parts 2 and 3. Mercer-Bonsall.
- A Brief History of the Philippines. Fernandez.
- Philippine Civics. Malcolm.
- Sanitation and Hygiene for the Tropics. Ritchie-Purcell.
- Housekeeping. Butts.
- Woodworking for Beginners. Cheney.

SECONDARY

[For General Course]

First Year—

- Evangeline. Longfellow.
- Prose Selections. (Bureau of Education publication.)
- Practical English for High Schools. Lewis and Hoscic.
- History of the United States. McLaughlin and Van Tyne.
- The New Civics. Ashley.
- First Course in Algebra. Hawkes, Luby, and Touton.

Second Year—

- Six Selections from Irving's Sketch Book. Sprague.
- Sohrab and Rustum. Arnold.
- Selected Short Poems. (Bureau of Education publication.)
- Practical English for High Schools. Lewis and Hoscic.
- High School Geography, Parts I and II. Dryer.
- History of Europe, Ancient and Medieval. Robinson and Breasted.
- Plane Geometry. Hart-Feldman.

Third Year—

- English Poems from Chaucer to Kipling. Edited by Parrott and Long.
- Silas Marner. Eliot.
- The Merchant of Venice. Shakespeare.
- English Composition, Book Two. Brooks.
- Essentials of Biology. Hunter.
- Biology Laboratory Manual. Graham.
- History of Europe—Our Own Times. Robinson and Beard.
- Second Course in Algebra. Hawkes, Luby, and Touton.
- Essentials of Arithmetic, Advanced. Wentworth-Smith.
- All Spanish Method. Hall.

SECONDARY—Continued

Fourth Year—

English Poems from Chaucer to Kipling. Edited by Parrott and Long.

Macaulay's Life of Samuel Johnson. Edited by Lucas.

Five American Contributions to Civilization. Eliot.

Macbeth. Shakespeare.

English Composition, Book Two. Brooks.

Commercial Correspondence. Belding.

Economic Conditions in the Philippines. Miller.

First Course in Physics. Millikan and Gale.

Laboratory Physics. Millikan, Gale, and Bishop.

All Spanish Method. Hall.

Appendix E.—STATISTICAL TABLES
No. 1.—Schools, Enrolment, Attendance, and Percentages of Attendance

A table showing, by divisions and for the Islands, the number of schools in March, 1921, and the total annual enrolment, the average monthly enrolment, the average daily attendance, and the percentage of attendance for the school year 1920-21.

Division	Secondary				Intermediate				Primary				Grand Total			
	Number of Schools	Annual Enrollment	Average Monthly Enrollment	Average Daily Attendance	Percentage of Attendance	Number of Schools	Annual Enrollment	Average Monthly Enrollment	Average Daily Attendance	Percentage of Attendance	Number of Schools	Annual Enrollment	Average Monthly Enrollment	Average Daily Attendance	Percentage of Attendance	
Manila	3	2,602	2,255	2,153	95	10	8,705	8,083	7,704	95	28	25,692	23,864	23,301	98	
Abra	1	173	158	150	95	8	981	917	863	94	75	5,620	5,220	4,790	92	
Albay	3	313	274	260	95	19	2,453	2,164	2,017	93	193	19,410	16,673	15,518	93	
Antique	1	225	208	200	96	13	1,875	1,676	1,554	93	94	12,599	11,133	10,279	92	
Bataan	2	156	134	127	95	6	766	695	665	96	26	4,723	4,339	4,215	97	
Batanes	1	27	26	24	92	3	183	163	151	93	12	1,169	1,007	909	90	
Batangas	2	415	373	359	96	18	3,580	3,377	3,212	95	128	16,101	14,668	13,791	94	
Bohol	1	401	307	273	89	29	3,404	3,075	2,883	94	251	30,535	27,363	24,647	90	
Bulacan	1	445	399	382	96	20	3,038	2,780	2,588	93	163	23,685	20,913	19,415	93	
Cagayan	1	318	291	279	96	23	2,477	2,256	2,112	94	156	20,110	17,817	16,195	91	
Camaringes	2	406	357	339	95	20	2,011	1,838	1,701	93	164	17,495	15,864	14,482	91	
Capiz	1	241	216	206	96	30	3,185	2,944	2,732	93	182	21,546	19,370	17,683	91	
Cavite	2	322	300	289	96	17	2,298	2,101	2,018	96	81	15,561	14,083	13,468	92	
Cebu	1	1,073	986	943	96	39	6,332	5,780	5,382	93	339	47,364	42,805	39,567	92	
C. L. A. S. 1	1	688	593	565	95	1	279	239	225	94						
Ilocos Norte	2	1,206	1,088	1,056	97	19	3,950	3,699	4,517	95	180	23,162	20,622	19,091	93	
Ilocos Sur	3	1,038	965	937	97	22	3,566	3,325	3,170	95	179	23,098	21,784	20,643	95	
Iloilo	1	1,201	1,017	959	94	27	4,823	4,282	3,990	93	266	38,898	34,395	31,404	91	
Isabela	1	146	133	125	94	8	1,264	1,130	1,043	92	85	10,393	9,513	8,789	92	
Laguna	1	420	397	380	96	23	3,294	3,070	2,846	93	94	20,174	18,244	16,810	92	
Levite	2	377	346	325	94	35	3,740	3,320	3,050	92	360	45,556	39,532	36,691	93	
Marinduque	1	108	97	86	92	6	1,052	953	895	94	61	6,884	6,304	5,818	92	
Mindoro	1	54	50	48	96	11	806	705	666	94	61	5,607	4,720	4,263	93	
Misamis	1	80	73	70	56	13	1,392	1,192	1,092	92	131	19,499	16,426	14,587	89	
Mountain	2	137	119	113	95	7	649	593	464	78	137	12,215	10,829	9,589	88	

No. 2.—*Enrolment by Grades and by Sexes*

A table showing, by divisions and for the Islands, the enrolment by grades and by sexes during the month of September, 1921.

Division	Primary														
	First Grade			Second Grade			Third Grade			Fourth Grade			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Manila	4,799	4,385	9,134	3,617	3,314	6,931	3,418	2,760	6,178	2,993	2,022	5,015	14,827	12,431	27,258
Abra	1,251	886	2,137	3,250	583	1,547	2,143	457	1,244	610	232	842	3,610	2,158	5,770
Albay	4,981	3,542	8,523	3,250	2,465	5,715	2,143	1,410	3,553	1,629	907	2,536	11,938	8,294	20,227
Antique	3,226	2,382	5,608	2,128	1,494	3,622	1,512	1,074	2,586	1,016	749	1,765	7,882	5,469	13,351
Bataan	1,182	1,002	2,184	768	627	1,395	662	446	1,108	434	297	731	3,046	2,372	5,418
Batanes	222	169	391	142	88	230	110	68	178	115	46	161	589	271	860
Batangas	5,606	3,938	9,544	2,716	1,820	4,536	2,109	1,260	3,369	1,546	848	2,394	11,977	7,866	19,843
Bohol	8,704	7,261	15,965	4,554	3,872	8,426	3,178	2,554	5,732	2,464	1,692	4,156	18,400	15,379	34,279
Bulacan	7,556	6,317	13,873	3,049	2,190	5,239	1,982	1,351	3,333	1,587	879	2,466	14,174	10,737	24,911
Cagayan	5,224	4,567	9,791	2,764	2,239	5,003	1,679	1,266	2,945	1,370	924	2,294	11,037	8,996	20,033
Camarines	4,562	3,202	7,764	3,249	2,135	5,384	2,350	1,505	3,855	1,554	869	2,423	12,715	7,711	19,426
Capiz	5,414	4,522	9,936	3,247	2,619	5,866	2,411	1,796	4,207	1,797	1,208	3,005	12,869	10,145	23,014
Cavite	3,213	2,770	5,983	2,139	1,608	3,747	1,674	1,320	2,994	1,205	860	2,065	8,231	6,568	14,799
Cebu	15,390	10,625	26,015	8,920	5,739	14,659	6,384	3,795	10,179	4,382	2,370	6,752	35,076	22,529	57,605
C. L. A. S. I															
Ilocos Norte	4,837	4,319	9,156	3,793	3,283	7,076	2,430	1,894	4,324	2,170	1,429	3,599	13,230	10,925	24,155
Ilocos Sur	5,353	3,830	9,183	4,351	2,990	7,341	2,761	1,744	4,505	1,912	1,096	3,008	14,377	9,610	23,987
Iloilo	10,845	9,488	20,333	5,546	4,690	10,236	4,098	3,198	7,296	3,149	2,266	5,415	23,638	19,642	43,280
Isabela	2,833	2,258	5,091	1,229	2,874	4,103	1,146	769	1,915	887	511	1,398	6,511	4,767	11,278
Laguna	4,473	3,722	8,195	2,946	2,442	5,388	2,283	1,688	3,971	1,684	1,120	2,804	11,386	8,972	20,368
Leyte	10,370	8,774	19,144	5,726	4,798	10,524	3,315	2,960	6,275	2,325	1,713	4,038	21,736	18,245	39,981
Marinduque	1,425	1,147	2,572	1,097	794	1,891	695	464	1,159	513	316	829	3,730	2,721	6,451
Mindoro	2,018	1,563	3,581	794	577	1,371	557	373	930	434	256	690	3,803	2,769	6,572
Misamis	6,059	5,675	11,734	2,727	2,622	5,349	1,533	1,542	3,075	1,086	968	2,044	11,405	10,797	22,202
Mountain	3,510	1,199	4,709	2,151	606	2,757	1,186	303	1,489	557	107	664	7,404	2,215	9,619
Nueva Ecija	6,082	5,528	11,610	3,526	2,821	6,347	2,503	1,639	4,142	1,578	902	2,480	13,689	10,940	24,629
Nueva Vizcaya	738	752	1,540	678	542	1,220	432	335	767	343	203	546	2,241	1,882	4,073
Occidental Negros	7,226	6,400	13,626	3,781	3,347	7,128	2,637	2,355	4,992	2,119	1,686	3,805	15,763	13,788	29,551
Oriental Negros	5,284	4,662	9,946	2,412	2,065	4,477	1,631	1,299	2,930	1,201	838	2,039	8,864	9,392	18,256
Palawan	2,084	1,409	3,493	867	533	1,400	587	339	926	503	209	712	4,041	2,490	6,531

Pampanga.....	5,449	4,128	9,577	2,404	1,535	3,989	1,912	1,136	3,048	1,351	678	2,029	11,116	7,477	18,598
Pangasinan.....	13,299	11,974	23,273	3,463	7,861	17,324	5,911	4,377	10,288	4,113	2,849	6,962	32,786	27,061	59,847
Rizal.....	4,599	1,933	8,513	2,916	2,242	5,155	2,138	1,460	3,588	1,610	1,035	2,645	11,163	8,741	19,904
Romblon.....	1,829	1,183	12,722	844	613	1,457	2,345	365	941	477	234	711	3,426	2,405	5,831
Samar.....	7,415	6,189	13,664	3,535	2,763	6,298	2,345	1,877	4,222	1,617	1,108	2,725	14,972	11,937	26,909
Sorsogon.....	7,171	5,574	12,745	2,907	2,195	5,092	1,715	1,237	2,952	1,143	724	1,867	12,836	9,730	22,566
Surigao.....	3,073	2,700	6,773	2,869	1,176	2,545	1,815	1,640	1,456	1,523	401	934	5,780	4,917	10,697
Tarlac.....	3,705	2,192	6,539	2,307	1,572	4,179	1,687	1,178	2,865	1,382	780	2,162	9,081	6,964	16,045
Tayabas.....	3,492	4,492	5,834	2,271	2,526	5,736	2,276	1,602	3,878	1,960	1,376	3,336	12,868	9,906	22,774
Union.....	3,119	2,284	5,403	2,835	2,076	4,911	2,364	1,506	3,870	1,937	1,121	3,068	10,256	6,987	17,242
Zambales.....	2,366	2,011	4,377	1,311	1,048	2,359	1,050	792	1,842	889	610	1,499	5,616	4,461	10,077
Normal School.....	72	70	142	69	75	144	76	68	144	76	68	144	293	281	574
Trade School.....															
Nautical School.....															
Total.....	201,696	163,917	365,613	116,617	90,064	206,681	81,058	58,242	139,300	60,141	38,497	98,638	459,512	350,720	810,232
Mindanao and Sulu:															
Agusan.....	1,970	1,755	3,795	879	705	1,584	741	593	1,264	450	296	746	4,040	3,279	7,319
Bukidnon.....	1,397	1,068	2,465	940	541	1,481	568	267	735	299	114	413	3,204	1,990	5,194
Cotabato.....	4,249	1,343	5,592	1,152	254	1,408	591	133	724	353	183	416	6,515	1,823	8,138
Davao.....	2,473	1,225	3,698	1,291	572	1,863	468	168	636	357	106	463	4,889	2,071	6,060
Lanao.....	2,698	761	3,459	1,052	256	1,308	698	161	859	247	71	318	4,695	1,249	5,944
Sulu.....	3,234	1,753	4,987	1,430	548	1,978	702	141	843	340	40	380	5,706	2,482	8,188
Zamboanga.....	3,827	2,113	5,440	1,377	805	2,182	807	383	1,190	550	229	779	6,061	3,530	9,591
Grand total.....	221,044	173,935	394,979	124,738	93,745	218,483	85,633	60,018	145,651	62,707	39,446	102,153	494,122	367,144	861,266

¹ Central Luzon Agricultural School.

No. 2.—Enrolment by Grades and by Sexes—Continued

Division	Intermediate											
	Fifth Grade			Sixth Grade			Seventh Grade			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Manila.....	2,449	1,623	4,072	1,894	1,201	3,095	1,462	976	2,438	5,805	3,800	9,605
Abra.....	398	172	570	245	107	352	161	147	308	804	328	1,130
Albay.....	843	640	1,383	509	309	818	354	164	518	1,706	1,013	2,719
Antique.....	712	484	1,196	453	266	709	281	205	486	1,451	935	2,386
Bataan.....	290	163	453	222	96	318	127	68	195	639	327	966
Batanes.....	58	26	84	56	18	74	28	9	37	142	53	195
Batangas.....	1,213	650	1,863	892	360	1,252	644	301	945	2,749	1,331	4,080
Bohol.....	1,183	664	1,847	784	477	1,261	606	320	926	2,573	1,461	4,034
Bulacan.....	1,170	504	1,674	691	309	1,000	510	243	753	2,371	1,056	3,427
Cagayan.....	889	568	1,457	555	345	900	393	214	607	1,837	1,127	2,964
Camarines.....	865	435	1,300	616	323	939	346	148	494	1,827	906	2,733
Capiz.....	1,022	753	1,775	659	441	1,100	483	345	828	2,164	1,539	3,703
Cavite.....	703	505	1,208	529	357	886	355	218	573	1,587	1,080	2,667
Cebu.....	2,709	1,324	4,033	1,644	792	2,436	955	472	1,427	5,308	2,588	7,896
C. L. A. S. ¹	46	5	51	49	6	55	53	4	57	148	15	163
Ilocos Norte.....	1,113	835	1,948	800	513	1,313	632	426	1,058	2,545	1,774	4,319
Ilocos Sur.....	1,366	798	2,164	849	483	1,332	620	345	966	2,835	1,567	4,402
Iloilo.....	1,813	1,224	3,037	1,003	665	1,668	689	386	1,075	3,505	2,275	5,780
Isabela.....	556	246	802	318	126	444	217	82	299	1,091	454	1,545
Laguna.....	1,080	671	1,751	707	491	1,198	553	308	841	2,320	1,470	3,790
Leyte.....	1,109	832	1,941	708	502	1,210	395	352	747	2,212	1,686	3,898
Marinduque.....	271	239	510	178	111	289	162	140	302	611	490	1,101
Mindoro.....	296	179	475	214	99	313	147	73	220	657	351	1,008
Misamis.....	559	496	1,055	317	256	573	156	118	274	1,032	870	1,902
Mountain.....	293	68	361	242	56	298	156	37	193	691	161	852
Nueva Ecija.....	1,048	549	1,597	693	341	1,034	472	216	688	2,213	1,106	3,319
Nueva Vizcaya.....	252	139	391	160	76	236	113	76	189	525	320	845
Occidental Negros.....	1,306	951	2,257	697	507	1,204	556	341	897	2,559	1,739	4,358
Oriental Negros.....	761	486	1,247	534	336	870	294	181	475	1,589	1,003	2,592
Palawan.....	331	82	413	217	76	293	121	35	156	669	193	862
Pampanga.....	735	310	1,045	572	204	776	427	154	581	1,734	668	2,402
Pangasinan.....	2,761	1,568	4,329	1,746	922	2,668	1,237	654	1,891	5,744	3,144	8,888
Rizal.....	1,111	567	1,678	694	316	1,010	422	197	619	2,227	1,306	3,533
Romblon.....	289	135	424	183	96	279	144	75	219	616	306	922
Samar.....	869	561	1,430	433	299	732	343	167	510	1,645	1,027	2,672

Sorsogon	562	343	905	308	195	503	184	111	295	1,054	649	1,703
Surigao	261	176	437	112	71	183	78	47	125	451	294	745
Tarlac	983	426	1,359	590	240	830	461	169	630	1,984	835	2,819
Tayabas	1,083	600	1,853	695	329	1,024	516	228	744	2,294	1,157	3,451
Union	1,570	806	2,376	1,030	505	1,535	738	374	1,112	3,338	1,685	5,023
Zambales	567	322	889	377	195	572	248	169	417	1,192	686	1,878
Normal School	46	28	74	48	26	74	47	21	68	141	75	216
Trade School	41		41	67		67	93		93	201		201
Nautical School												
Total	37,532	21,993	59,525	24,295	13,472	87,767	16,959	9,217	26,176	78,786	44,682	123,468
Mindanao and Sulu:												
Agusan	200	90	290	89	28	117	30	12	42	319	130	449
Bukidnon	91	69	160	63	38	101	35		35	189	107	296
Cotabato	151	43	193	75	13	88	47		54	273	62	335
Davao	138	46	184	80	7	87	32	7	39	250	60	310
Lanao	77	25	102	50	32	82	31	13	44	158	70	228
Sulu	106	19	125	62	11	73	37	6	43	205	36	241
Zamboanga	239	106	345	169	62	231	111	40	151	519	208	727
Grand total	38,534	22,390	60,924	24,883	13,663	88,546	17,282	9,302	26,584	80,699	45,355	126,054

¹ Central Luzon Agricultural School.

No. 2.—Enrolment by Grades and by Sexes—Continued

Division	Secondary												Grand Total					
	First Year			Second Year			Third Year			Fourth Year				Total				
	Male	Fe- male	Total	Male	Fe- male	Total	Male	Fe- male	Total	Male	Fe- male	Total		Male	Female	Total		
Manila.....	946	552	1,498	483	197	680	321	115	436	218	42	260	1,968	906	2,874	22,600	17,137	39,737
Abra.....	123	37	160	56	11	67	24	11	35	17	7	24	203	59	262	4,619	2,548	7,162
Albay.....	155	115	270	54	29	83	21	17	38	17	7	24	247	168	415	5,505	9,505	13,981
Antique.....	109	65	174	67	13	80	28	9	37	12	2	14	216	89	305	9,549	6,723	16,272
Bataan.....	55	22	77	44	5	49	20		20	15	3	18	134	30	164	3,819	2,729	6,548
Batanes.....	13	6	19	11	1	12										755	431	1,186
Batangas.....	258	64	322	117	28	145	65	19	84	27	7	34	467	118	585	15,193	9,315	24,508
Bohol.....	231	65	296	44	4	48	22	6	28	18	6	24	315	81	396	21,788	16,921	38,709
Bulacan.....	145	50	195	84	34	118	49	11	60	43	16	59	321	111	432	16,866	11,904	28,770
Cagayan.....	213	88	301	83	29	112	40	17	57	19	8	27	355	142	497	13,229	10,265	23,494
Camarines.....	238	97	335	109	35	144	34	12	46	30	7	37	411	151	562	13,953	8,768	22,721
Capiz.....	106	78	184	38	23	61	20	10	30	26	10	36	190	121	311	15,223	11,895	27,028
Cavite.....	154	56	210	60	42	102	41	21	62	19	7	26	274	126	400	10,092	7,764	17,856
Cebu.....	460	188	648	201	68	269	128	29	157	93	22	115	882	307	1,189	41,266	25,424	66,690
C. L. A. S. ¹	192		192	163		163	124		124	86		86	565		565	713	15	728
Ilocos Norte.....	425	294	719	237	130	367	160	71	231	116	44	160	988	539	1,477	16,713	13,298	29,951
Ilocos Sur.....	495	258	753	215	105	320	113	58	169	98	33	131	919	464	1,373	18,131	11,681	29,762
Iloilo.....	395	273	668	167	70	237	113	40	153	73	34	107	748	417	1,165	27,891	22,394	50,225
Isabela.....	91	23	114	39	7	46	30	2	32	18	1	19	160	32	192	7,762	5,253	13,015
Laguna.....	206	77	283	103	22	125	75	23	98	37	12	49	421	134	555	14,127	10,576	24,703
Leyte.....	205	150	355	56	42	98	34	17	51	27	4	31	322	213	535	24,270	20,144	44,414
Marinduque.....	46	39	85	21	17	38							67	56	123	4,408	3,267	7,675
Mindoro.....	40	15	55	19	4	23	10		10				69	19	88	4,629	3,139	7,668
Misamis.....	44	14	58	29	6	35	11	3	14	10	3	13	94	26	120	12,531	11,693	24,224
Mountain.....	51	31	122	58	8	66	15	5	20	15	2	17	179	46	225	8,274	2,422	10,696
Nueva Ecija.....	181	73	254	91	15	106	55	13	68	28	6	34	355	107	462	16,257	12,153	28,410
Nueva Vizcaya.....	84	49	133	32	16	48	8	3	11	17	4	21	141	72	213	2,907	2,224	5,131
Occidental Negros.....	143	88	231	67	42	109	31	17	48	31	9	40	272	156	428	18,594	15,743	34,337
Oriental Negros.....	146	56	202	53	25	78	16	10	26	28	7	35	243	98	341	12,860	9,965	22,825
Palawan.....	81	16	97	22	5	27	12		12				115	21	136	4,555	2,704	7,259
Pampanga.....	197	76	273	91	20	111	51	17	68	42	6	48	381	119	500	13,231	8,264	21,495
Pangasinan.....	574	280	854	197	68	265	133	36	169	115	35	150	1,019	419	1,438	33,549	30,524	70,173
Rizal.....	242	73	315	86	17	103	62	19	81	31	6	37	421	115	536	13,811	9,986	23,747

Romblon.....	51	22	73	15	8	23	15	3	18	19	2	21	81	33	114	4,123	2,744	6,867
Samar.....	148	28	176	65	10	75	70	20	20	19	1	17	252	40	292	16,869	13,004	23,873
Sorsogon.....	116	32	148	55	15	70	14	3	17	16	1	17	201	51	252	14,091	10,430	24,521
Surigao.....	22	15	37	12	8	20	69	8	77	51	10	61	34	23	57	6,265	6,234	11,439
Tarlac.....	296	86	382	102	19	121	39	8	47	43	3	46	518	123	641	11,583	7,922	19,505
Tayabas.....	129	48	177	54	28	82	57	32	89	34	15	49	265	87	352	15,427	11,160	26,577
Union.....	313	153	466	133	50	183	57	32	89	34	15	49	537	250	787	14,130	8,922	23,052
Zambales.....	126	57	183	50	11	61	39	3	42	28	5	33	243	76	319	7,051	5,223	12,274
Normal School	173	379	562	37	93	130	39	86	125	87	65	152	236	623	959	7,770	979	1,749
Trade School	235	117	235	117	117	117	55	35	61	61	26	61	474	61	61	675	675	675
Nautical School																		
Total	8,693	4,138	12,831	3,837	1,380	5,217	2,252	754	3,006	1,656	443	2,099	16,438	6,765	23,203	554,736	402,167	956,903
Mindanao and Sulu:																		
Agusan.....	14	17	31										14	17	31	4,373	3,426	7,799
Bukidnon.....	34		34										34		34	3,427	2,097	5,524
Cotabato.....																6,588	1,886	8,473
Davao.....																4,839	2,131	6,970
Lanao.....	23	10	33										23	10	33	4,876	1,329	6,205
Sulu.....	11	6	17										11	6	17	5,922	2,524	8,446
Zamboanga.....	46	18	64	23	4	27	12	2	14	7	2	9	88	26	114	6,668	3,764	10,432
Grand total	8,821	4,239	13,060	3,860	1,384	5,244	2,264	756	3,020	1,663	445	2,108	16,608	6,824	23,432	591,429	419,323	1,010,752

1 Central Luzon Agricultural School.

When compared with corresponding figures for September, 1920, the figures in Table 2 show (1) an increase of 59,959 in the number of boys and an increase of 44,481 in the number of girls in the primary grades; (2) an increase of 15,037 in the number of boys and an increase of 10,417 in the number of girls in the intermediate grades; and (3) an increase of 3,985 in the number of boys and an increase of 2,092 in the number of girls in the secondary schools.

The rates of increase in the number of boys and in the number of girls in the first grade were 6 per cent and 4 per cent respectively; in the second grade, 22 per cent and 24 per cent respectively; in the third grade, 20 per cent and 25 per cent respectively; in the fourth grade, 19 per cent and 23 per cent respectively.

The rates of increase in the number of boys and in the number of girls in the fifth grade were 20 per cent and 26 per cent respectively; in the sixth grade, 26 per cent and 33 per cent respectively; in the seventh grade, 25 per cent and 35 per cent respectively.

The rates of increase in the number of boys and in the number of girls in the first year secondary were 40 per cent and 56 per cent respectively; in the second year, 31 per cent and 32 per cent respectively; in the third year, 14 per cent and 30 per cent respectively; in the fourth year, 22 per cent and 13 per cent respectively.

In every grade, except in the first grade primary and in the fourth year secondary, the rate of increase in the number of girls was greater than the rate of increase in the number of boys.

No. 3.—*Enrolment of Secondary Students by Courses*

A table showing, by divisions and for the Islands, the enrolment of secondary students by courses, based on the monthly enrolment for March, 1921.

Division	First Year						Second Year					
	General			Normal Trade			Total			General		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Manila	670	383	1,053				670	383	1,053	199	108	307
Albay	74	12	86				98	24	122	27	9	36
Albay	69	38	107				98	24	122	27	9	36
Antique	104	26	130	11	20	31	104	26	130	28	12	40
Bataan	64	7	71				64	7	71	24	3	27
Batanes	24	1	25				24	1	25			
Batangas	126	39	165				143	53	196	69	23	92
Bohol	94	17	111				94	17	111	52	14	66
Bulacan	127	49	176				127	49	176	77	20	97
Cagayan	113	22	135				113	22	135	46	14	60
Camarines	149	71	220				149	71	220	45	16	61
Capiz	63	35	98				70	53	123	20	13	33
Cavite	91	62	153				91	62	153	49	27	76
Cebu	234	82	316				334	143	477	164	44	208
C. L. A. S. ¹							227		227	136		136
Ilocos Norte	239	153	392	24	48	72	290	201	491	158	94	252
Ilocos Sur	233	43	276				302	143	445	134	14	148
Iloilo	266	88	354				275	185	460	137	7	144
Isabela	58	10	68				58	10	68	40	4	44
Laguna	128	20	148				128	20	148	86	28	114

Pampanga.....	49	6	19	9									49	6	55
Pangasinan.....	124	17	19										143	37	180
Rizal.....	36	7											36	7	43
Romblon.....															
Samar.....	17	2											17	2	19
Sorsogon.....	14	1											14	1	15
Surigao.....															
Tarlac.....	52	9											52	9	61
Tayabas.....	29	2											40	2	42
Union.....	44	17											44	17	61
Zambales.....	31	8											31	8	39
Normal School.....													32	79	111
Trade School.....													60		60
Nautical School.....													35		35
Total.....	1,381	278	134	121	138	30	39	21	114	95	35	1,862	524	2,386	
Mindanao and Sulu:															
Agusan.....															
Zamboanga.....	7	2											7	2	9
Grand total.....	1,388	280	134	121	138	30	39	21	114	95	35	1,869	526	2,395	

Central Luzon Agricultural School.

Pampanga.....	41	12						41	12	53
Pangasinan.....	68	10						74	15	89
Rizal.....	25	3	6	5				25	3	28
Romblon.....										
Samar.....										
Sorsogon.....	13	3						13	3	16
Surigao.....										
Tarlac.....	42	4						42	4	46
Tayabas.....	30	6			7			37	6	43
Union.....	25	4						25	4	29
Zambales.....	22	1						22	1	23
Normal School.....			118	76				118	119	237
Trade School.....						25		43		46
Nautical School.....							26	26		26
Total.....	931	201	183	119	74	16		1,298	379	1,677
Mindanao and Sulu:										
Agusan.....	5	3						5	3	8
Zamboanga.....										
Grand total.....	936	204	183	119	74	16		1,303	382	1,685

¹ Central Luzon Agricultural School.

Pampanga.....	289	91	104	101	18	61	289	91	380
Pangasinan.....	562	87	104	101	18	61	684	249	983
Rizal.....	252	60	104	101	18	61	262	60	312
Romblon.....	36	14	104	101	18	61	36	14	50
Samar.....	88	23	104	101	18	61	121	23	144
Sorsogon.....	121	10	104	101	18	61	121	36	157
Surigao.....	30	15	104	101	18	61	30	15	45
Tarlac.....	350	41	104	101	18	61	350	87	417
Tayabas.....	189	62	104	101	18	61	207	62	269
Union.....	332	184	104	101	18	61	348	184	532
Zambales.....	186	42	104	101	18	61	186	42	228
Normal School.....			214	188			214	316	530
Trade School.....					302	41	343		343
Nautical School.....							61		61
Total.....	9,198	2,791	778	841	341	67	11,507	4,348	15,855
Mindanao and Sulu:									
Agusan.....	9	3					9	3	12
Zamboanga.....	57	14					57	14	71
Grand total.....	9,264	2,808	778	841	341	67	11,573	4,365	15,938

¹ Central Luzon Agricultural School.

When compared with statistics for March, 1920, the figures in Table 3 show (1) an increase of 1,396 in the number of secondary students enrolled in the general course, (2) an increase of 8 in the number of secondary students enrolled in normal courses, (3) an increase of 64 in the number of secondary students enrolled in commercial courses, (4) an increase of 117 in the number of secondary students enrolled in the trade course, (5) an increase of 1 in the number of secondary students enrolled in the surveying course, (6) an increase of 336 in the number of secondary students enrolled in the farming course, (7) an increase of 226 in the number of secondary students enrolled in the housekeeping-and-household-arts course, and (8) an increase of 3 in the number of secondary students enrolled in the nautical course.

The rate of increase in the number of secondary students enrolled in the general course was 13 per cent; in the normal course, $\frac{1}{2}$ of 1 per cent; in the commercial courses, 19 per cent; in the trade course, 44 per cent; in the surveying course, 3 per cent; in the farming courses, 91 per cent; in the housekeeping-and-household-arts course, 53 per cent; in the nautical course, 5 per cent.

A table showing, by divisions and for the Islands, the enrolment of intermediate pupils by courses, based on the monthly enrolment, March, 1921.

Division	Fifth Grade						Sixth Grade							
	General		Trade	Farm- ing	House- keep- ing and House- hold Arts	Total	General		Trade	Farm- ing	House- keep- ing and House- hold Arts	Total		
	Male	Female	Male	Female	Male		Female	Male	Female	Male	Female	Male	Female	
Manila.....	2,111	1,010			294	1,304	3,415	1,495	781		198	1,495	979	2,474
Abra.....	299				45	1,339	3,483	154			49	133	49	232
Albay.....	549	295	37		103	399	1,100	311	136		53	351	159	580
Antique.....	460	250	43		18	268	771	271	180		40	305	220	525
Bataan.....	202	23			77	202	302	162	13		70	162	53	245
Batanes.....	47	18				18	65	38	13			38	13	51
Bohol.....	1,051		12		441	1,093	1,534	619			314	689	314	1,003
Bulacan.....	813	357	38		171	893	1,911	526	185		137	853	322	905
Bulacan.....	828		24		391	852	1,243	490			245	526	245	771
Cagayan.....	607	165	41		220	648	1,033	345	109		101	384	210	594
Camarines.....	584	27	45		310	636	973	312			14	340	133	473
Capiz.....	704	79	45		469	773	1,321	479	16		26	538	367	905
Cavite.....	555	305			88	593	1,590	325	149		75	357	224	581
Cebu.....	1,868	572	30		320	1,898	2,790	1,037	306		217	1,072	523	1,595
C. L. A. S. ¹					7	56	63				2	68	2	
Ilocos Norte.....	896	19	32		671	959	1,649	580	8		33	651	434	1,085
Ilocos Sur.....	808	21	27		529	912	1,482	578	23		38	683	374	1,057
Iloilo.....	1,126	44	32		782	1,158	1,564	641	15		43	666	395	1,061
Isabela.....	272	88	26		78	360	535	171	16		33	227	79	306
Laguna.....	763	295	17		260	780	1,335	562	130		151	562	331	893
LeYTE.....	788	104	74		533	862	1,499	426			35	420	461	881
Marinduque.....	251	32			123	251	406	185	19		121	185	140	325
Mindoro.....	225	30			107	332	511	245	33		37	151	70	228
Misamis.....	351	113			197	351	661	169	33		115	169	116	284
Mountain.....	168	16			45	262	323	72	9		29	150	38	183

Nueva Ecija.....	735	301	34	86	769	387	1,156	448	143	23	---	74	471	217	688
Nueva Vizcaya.....	104	31	30	49	186	140	326	86	46	23	16	25	125	71	196
Occidental Negros.....	874	603	23	57	899	660	1,559	513	357	29	---	20	542	377	919
Oriental Negros.....	504	221	26	136	530	357	887	268	104	22	---	82	290	186	476
Palawan.....	200	72	38	9	250	81	331	93	33	38	9	5	140	38	178
Pampanga.....	624	192	50	62	687	254	941	429	117	33	9	52	471	169	640
Pangasinan.....	1,947	171	44	1,124	2,066	1,135	3,201	1,254	330	50	44	342	1,348	672	2,020
Rizal.....	1,759	127	---	230	769	357	1,116	473	46	---	---	162	473	208	651
Romblon.....	179	36	---	33	212	119	331	156	29	---	17	52	173	81	254
Samar.....	404	---	55	305	501	305	806	291	---	23	45	192	364	192	556
Sorsogon.....	367	204	16	36	393	240	623	186	85	17	---	31	203	116	319
Surigao.....	165	50	---	37	165	240	623	186	85	17	---	20	72	49	121
Tarlac.....	679	---	26	289	705	269	994	485	29	24	---	135	509	185	684
Tayabas.....	769	16	58	477	857	468	1,330	496	5	---	---	276	552	281	863
Union.....	1,147	---	41	638	1,188	638	1,826	779	---	30	---	379	809	379	1,188
Zambales.....	363	164	31	78	419	242	661	198	121	47	21	72	266	193	459
Normal School.....	64	33	---	64	64	33	97	68	29	---	---	68	68	29	97
Trade School.....	---	---	60	---	60	---	60	---	---	47	---	47	---	---	47
Total.....	26,215	5,986	1,087	861	10,039	28,163	44,188	16,397	3,695	986	656	6,017	17,989	9,712	27,701
Mindanao and Sulu:															
Agusan.....	57	41	---	64	121	45	166	29	12	---	10	7	39	19	58
Bukidnon.....	11	---	---	68	61	79	140	---	---	---	41	---	41	---	41
Cotabato.....	45	12	---	30	75	12	87	22	7	---	27	---	43	7	50
Davao.....	94	6	---	18	112	35	147	33	---	44	11	10	44	10	54
Lanao.....	36	26	---	14	50	26	76	28	14	---	---	---	28	14	42
Sulu.....	39	---	---	23	15	62	77	26	---	---	14	7	40	7	47
Zamboanga.....	188	41	23	36	222	77	299	94	12	20	---	36	114	48	162
Grand total.....	26,685	6,112	1,115	1,084	10,184	28,884	45,180	16,629	3,740	956	753	6,077	18,338	9,817	28,155

¹ Central Luzon Agricultural School.

No. 4.—Enrolment of Intermediate Pupils by Courses—Continued

Division	Seventh Grade						Total for the Grades													
	General		Trade		Farm- ing		House- keep- ing and House- hold Arts		Total		General		Trade		Farm- ing		House- keep- ing and House- hold Arts		Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Manila	1,107	545					1,107	695	1,802	4,713	2,336						642	2,978	4,713	7,691
Abra	107				21	35	128	35	163	560						95	223	223	655	878
Albay	182	102	11	34	47	227	149	138	376	1,042	534				76	201	208	319	1,319	2,066
Antique	153	101	17		37	170	138	308	884	531					94		95	378	1,319	1,654
Bataan	76	14			17	76	31	107	440	50							164	440	440	654
Batanes	23	12				23	12	35	108	43									108	151
Batangas	481				33	214	536	214	750	2,151							969	2,318	2,318	3,287
Bohol	391	93	44	19	79	454	172	626	1,730						120	70	387	1,920	1,920	2,942
Bulacan	415				17	174	432	174	606	1,733					77		810	1,810	1,810	2,620
Cagayan	290	42				133	322	175	497	1,242	316				112		454	1,354	1,354	2,124
Camarines	196				23	99	231	99	330	1,092	27				82	33	542	1,207	1,207	1,776
Capiz	294				17	23	334	236	570	1,477	95				95	73	1,056	1,645	1,645	2,796
Cavite	278	123			27	48	305	171	476	1,161	578				97		211	1,258	1,258	2,047
Cebu	656	200	28		27	147	684	347	1,031	3,561	1,078				93		684	3,564	3,564	6,416
C. L. A. S. I.					71	3	71	3	74						195	12	12	195	195	207
Ilocos Norte	434	23	21		45	338	500	361	861	1,910	50				86	114	1,435	2,110	2,110	3,595
Ilocos Sur	412	16	35		45	231	492	247	739	1,798	60				110	179	1,111	2,087	1,171	3,258
Iloilo	527	30	18			335	645	365	910	2,294	89				75		1,497	2,369	1,586	3,955
Isabela	101	85	11		23	43	135	78	213	544	169				52	126	154	722	323	1,045
Laguna	387	118	24			128	411	246	657	1,712	593				41		539	1,753	1,132	2,885
Leyte	308				45		353	271	624	1,522	104				154		1,224	1,676	1,328	3,004
Marinduque	94					271	78	94	172	530	51						322	530	373	903
Mindoro	94	4				38	94	42	136	470	67						152	470	219	689
Misamis	82					45	82	48	130	602	113						360	602	473	1,075
Mountain	17					20	60	20	80	257	25						94	472	119	591
Nueva Ecija	383	93	15			43	398	136	534	1,566	537				72		203	1,638	740	2,378
Nueva Vizcaya	15	19	24		47	26	86	45	131	205					77	115	100	397	256	653
Occidental Negros	454	248	7			24	461	272	733	1,841	1,208				61		101	1,902	1,309	3,211
Oriental Negros	210	57	20			67	230	124	354	982	382				68		285	1,050	1,667	1,717
Palawan	97	36	23		4	3	124	39	163	390	141				99	25	17	514	158	672

Pampanga.....	293	96	14	17	54	324	144	468	1,346	399	97	39	168	1,482	567	2,049
Pangasinan.....	820	238	35	29	226	884	464	1,348	4,021	579	129	148	1,692	4,298	2,271	6,569
Rizal.....	377	16	---	---	133	377	149	526	1,609	189	---	---	525	1,609	714	2,323
Romblon.....	49	---	---	8	58	57	58	118	384	65	---	---	193	1,442	258	700
Samar.....	206	---	16	30	110	252	110	362	901	---	39	117	607	1,117	607	1,724
Sorsogon.....	125	50	8	---	20	133	70	203	678	339	41	---	87	719	426	1,145
Surigao.....	59	22	---	---	10	59	32	91	296	101	---	---	67	296	168	464
Tarlac.....	334	---	31	---	115	365	116	430	1,498	---	81	---	589	1,579	589	2,168
Tayabas.....	371	3	57	---	160	428	168	591	1,686	24	231	---	913	1,867	937	2,804
Union.....	559	---	20	---	255	579	255	834	2,485	---	91	---	1,272	2,576	1,272	3,848
Zambales.....	176	65	19	35	42	230	107	337	742	350	97	76	192	915	542	1,457
Normal School	62	33	70	---	---	62	33	95	194	95	---	---	---	194	95	1,289
Trade School	---	---	---	---	---	70	---	70	---	---	177	---	---	177	---	177
Total.....	11,695	2,423	724	566	4,295	12,985	6,723	19,708	54,307	12,109	2,747	2,083	20,351	59,137	32,460	91,597
Mindanao and Sulu:																
Agusan.....	12	15	---	17	3	29	18	47	98	68	---	91	14	189	82	271
Bukidnon.....	---	---	---	27	---	27	---	27	11	---	---	136	61	147	61	208
Cotabato.....	5	2	---	21	---	26	2	28	72	21	---	72	---	144	21	165
Davao.....	12	---	---	---	7	12	7	19	139	6	---	29	46	168	52	220
Lanao.....	17	11	---	---	---	17	11	28	81	51	---	14	---	95	51	146
Sulu.....	14	---	---	---	8	14	8	92	79	---	---	37	30	116	30	146
Zamboanga.....	46	5	15	---	22	61	27	88	328	58	63	6	94	397	152	549
Grand total.....	11,801	2,461	739	631	4,335	13,171	6,796	19,967	55,115	12,313	2,810	2,468	20,596	60,393	32,909	93,302

1 Central Luzon Agricultural School.

When compared with statistics for March, 1920, the figures in Table 4 show (1) an increase of 14,457 in the number of intermediate pupils enrolled in the general course, (2) an increase of 299 in the number of intermediate pupils enrolled in trade schools, (3) an increase of 5,046 in the number of intermediate pupils enrolled in the housekeeping-and-household-arts course, and (4) an increase of 400 in the number of intermediate pupils enrolled in the farming course.

The rate of increase in the number of intermediate pupils enrolled in the general course was 27 per cent; in trade schools, 12 per cent; in the housekeeping-and-household-arts course, 32 per cent; in the farming course, 19 per cent.

No. 5.—Enrolment, Pupils Dropped, and Percentages of Pupils Dropped

A table showing, by divisions and for the Islands, the annual enrolment, the March enrolment, the number of pupils dropped, and the percentages of pupils dropped, based on the annual enrolment for the school year 1920-21.

Division	First Grade				Second Grade				Third Grade				Fourth Grade				Fifth Grade			
	Annual Enrol-	March Enrol-	Number of Pu-	Percentage	Annual Enrol-	March Enrol-	Number of Pu-	Percentage	Annual Enrol-	March Enrol-	Number of Pu-	Percentage	Annual Enrol-	March Enrol-	Number of Pu-	Percentage	Annual Enrol-	March Enrol-	Number of Pu-	Percentage
All	Percentage Dropped																			
Nautical School.	6																			
Mountain	8	8,079	7,396	8	2,556	2,350	206	8	1,098	976	122	11	613	535	78	13	360	323	37	10
Ilocos Sur	9	10,352	9,347	10	5,990	5,410	580	10	3,925	3,539	386	9	2,831	2,588	243	9	1,645	1,462	183	11
Pangasinan	9	27,164	24,661	2,503	12,611	11,699	912	7	7,979	7,277	702	9	5,879	5,390	489	8	3,594	3,201	393	11
Union	10	6,069	5,363	706	4,704	4,228	476	10	3,471	3,148	323	9	2,927	2,726	201	7	2,034	1,826	208	10
Sulu	10	6,410	5,857	553	1,382	1,382	139	10	637	551	86	14	310	257	53	17	103	77	26	25
Palawan	11	3,206	2,850	376	1,207	1,079	128	11	897	792	105	12	689	609	80	12	356	331	25	7
Abra	12	2,309	1,992	317	1,598	1,418	175	11	934	833	101	11	784	703	81	10	550	483	67	12
Manila	12	8,865	7,364	1,001	7,087	6,284	763	10	5,779	5,237	542	9	4,511	4,093	418	9	3,837	3,415	422	11
Bataan	13	1,897	1,653	244	1,333	1,187	146	11	919	801	118	13	574	494	80	14	359	302	57	16
Batangas	13	6,825	5,670	1,155	4,015	3,473	542	13	2,828	2,457	371	13	2,493	2,185	248	10	1,714	1,534	180	11
Cavite	13	6,261	5,536	725	4,215	3,572	643	15	3,080	2,563	517	17	2,005	1,722	283	14	1,131	990	141	12
Camrines	14	8,240	6,851	1,389	4,423	3,890	533	12	2,967	2,536	431	15	1,845	1,627	218	13	1,119	973	146	13
Isabela	14	5,015	4,283	732	2,508	2,193	310	12	1,627	1,396	231	14	1,268	1,081	167	13	679	526	153	23
Marinduque	14	3,077	2,664	413	1,803	1,537	266	15	1,287	1,096	191	15	717	597	120	17	593	406	97	19
Normal School	14	67	63	4	82	74	8	10	77	71	6	8	73	67	6	8	112	97	15	13
Cotabato	15	4,263	3,612	651	1,013	913	100	10	541	443	98	18	345	294	51	15	106	87	19	18
Nueva Ecija	15	12,766	10,552	2,214	7,767	5,005	762	13	3,438	2,943	495	14	2,321	1,964	367	12	1,357	1,156	201	15
Rizal	15	8,244	6,674	1,570	3,970	3,370	600	13	3,049	2,605	444	15	2,193	1,890	303	14	1,235	1,116	119	10
Ilocos Norte	16	10,463	8,278	2,185	5,556	4,877	679	12	3,944	3,272	672	17	3,199	2,744	455	14	1,841	1,649	192	10
Laguna	16	7,712	7,164	1,548	5,117	4,270	847	17	3,480	2,888	592	17	2,865	2,384	481	17	1,553	1,335	218	14
Lanao	16	3,920	3,327	593	1,104	961	143	13	506	381	125	25	197	146	51	26	95	76	19	20
Zamboales	16	4,780	3,952	828	2,187	1,848	339	16	1,915	1,608	307	16	1,413	1,167	246	17	779	661	118	15
Zamboanga	16	6,047	5,168	879	1,763	1,471	292	20	1,088	880	208	19	634	512	122	19	363	289	64	18
Capiz	17	9,191	7,464	1,727	5,342	4,547	795	15	4,220	3,401	819	19	2,793	2,324	469	17	1,567	1,321	246	16
Cebu	17	21,060	17,149	3,911	12,456	10,577	1,879	15	8,146	6,750	1,396	17	5,702	4,777	925	16	3,360	2,790	570	17
Tayabas	17	9,923	7,872	2,051	5,516	4,501	1,015	18	3,963	3,189	774	20	2,475	2,144	41	2	1,594	1,350	244	15

Agusan.....	18	4,633	3,768	865	19	1,724	1,480	244	14	1,123	944	179	16	597	484	113	19	204	166	38	19
Antique.....	18	5,365	4,279	1,086	20	3,267	2,679	588	18	2,221	1,775	446	20	1,746	1,479	267	15	933	771	162	17
Bulacan.....	18	13,151	10,728	2,423	18	4,983	4,064	919	18	3,082	2,459	623	20	2,469	2,038	431	17	1,496	1,243	253	17
Tarlac.....	18	7,102	5,637	1,465	21	3,989	3,305	684	17	2,663	2,159	504	19	2,015	1,697	318	19	1,193	994	199	17
Capayan.....	19	11,127	8,413	2,714	24	4,025	3,452	573	14	2,739	2,335	404	15	2,219	1,852	367	17	1,259	1,033	226	18
Iloilo.....	19	19,083	15,094	3,989	21	8,580	7,245	1,335	16	6,426	5,303	1,123	17	4,809	4,043	766	16	2,474	1,984	490	20
C. L. A. S. ¹	20																	91	63	28	31
Bohol.....	21	14,767	11,326	3,441	23	7,258	5,971	1,317	18	5,442	4,282	1,160	21	3,338	2,956	632	26	1,674	1,411	263	16
Nueva Vizcaya.....	21	2,189	1,610	579	26	1,038	852	186	18	612	492	120	20	652	538	114	17	400	326	74	19
Pampanga.....	21	8,519	6,466	2,053	24	3,998	3,212	786	20	2,950	2,330	620	21	1,704	1,468	236	14	1,125	941	184	16
Romblon.....	21	2,488	1,945	543	22	1,356	1,064	292	22	951	723	228	24	746	604	142	19	430	331	99	23
Albay.....	22	9,418	6,871	2,547	27	4,682	3,728	954	20	3,071	2,458	613	20	2,239	1,841	398	18	1,331	1,100	231	17
Davao.....	22	6,279	4,753	1,526	24	1,683	1,405	278	17	840	688	152	18	491	399	92	19	138	117	51	26
Oriental Negros.....	22	9,211	7,083	2,128	23	3,895	2,914	921	24	2,712	2,045	667	25	1,785	1,400	385	22	1,074	887	187	17
Batanes.....	23	528	385	143	27	242	193	49	20	228	180	48	21	171	131	40	23	79	65	14	18
Mindoro.....	23	2,945	2,182	763	26	1,135	885	250	22	889	672	217	24	638	488	150	24	411	332	79	19
Misamis.....	24	10,758	8,012	2,746	26	4,301	3,322	979	23	2,692	2,023	669	25	1,748	1,336	412	24	880	661	219	25
Occidental Negros.....	24	11,274	8,017	3,257	29	6,742	5,298	1,444	21	4,615	3,545	1,070	23	3,508	2,801	707	20	1,980	1,559	401	20
Samar.....	24	12,815	9,367	3,448	27	6,549	4,915	1,634	25	3,607	2,645	962	27	2,326	2,003	323	14	980	806	174	18
Sorsogon.....	24	12,002	8,925	3,077	26	4,223	3,299	924	28	2,347	1,769	578	25	1,438	1,180	258	18	744	623	121	16
Leyte.....	26	24,453	17,980	6,473	26	10,545	7,937	2,608	25	6,703	4,615	2,088	31	3,855	2,954	901	23	1,936	1,499	437	23
Surigao.....	27	5,847	4,066	1,781	30	2,457	1,919	538	22	1,366	1,017	349	26	809	615	194	24	359	252	107	30
Bukidnon.....	29	4,840	3,361	1,479	31	1,565	1,116	449	29	704	502	202	29	441	331	110	25	160	140	20	13
Trade School.....	31																	90	60	30	33
Total.....	17	401,499	323,009	78,490	20	194,169	162,371	31,198	16	129,778	106,594	23,184	18	91,250	77,648	13,602	15	53,427	45,180	8,247	15

¹ Central Luzon Agricultural School.

Tarlac.....	766	694	72	9	540	480	60	11	255	209	46	18	121	101	20	17	66	61	5	8	50	46	4	8
Cagayan.....	672	594	78	12	546	497	49	9	206	176	30	15	64	60	4	6	33	27	6	18	15	11	4	27
Iloilo.....	1,262	1,061	201	16	1,087	910	177	16	616	460	156	25	270	203	67	25	199	145	54	27	116	106	10	9
C. L. A. S. ¹	89	70	19	21	99	74	25	25	330	227	103	31	200	186	14	7	117	114	3	3	41	39	2	5
Bohol.....	1,033	905	128	12	697	626	71	10	250	134	116	46	97	66	31	32	40	36	4	10	14	8	6	43
Nueva Vizcaya.....	226	196	30	13	160	131	29	18	113	93	20	18	18	10	8	44	16	13	8	19	55	53	2	4
Pampanga.....	742	640	102	14	542	468	74	14	222	192	30	14	92	80	12	13	58	55	8	5	55	53	2	4
Romblon.....	292	254	38	13	134	115	19	14	40	36	4	10	17	14	3	18	29	22	7	24	34	29	5	15
Albay.....	689	580	109	16	433	376	57	13	191	157	34	18	59	44	15	25	29	22	7	24	34	29	5	15
Davao.....	70	54	16	23	20	19	1	5																
Oriental Negros.....	564	476	83	16	384	354	30	8	161	123	38	24	40	32	8	20	35	33	2	6	17	17		
Batanes.....	63	51	12	19	41	35	6	15	27	25	2	7	17	15	2	12								
Mindoro.....	249	221	28	11	146	136	10	7	37	35	2	5	16	16			16	16						
Misamis.....	359	284	75	21	153	130	23	15	48	37	11	23	16	16			16	16						
Occidental Negros.....	1,151	919	232	20	864	733	131	15	198	174	24	12	72	58	14	19	48	43	5	10	30	30		
Samar.....	617	556	61	10	409	362	47	11	113	97	16	14	32	28	4	13	19	19						
Sorsogon.....	380	319	61	16	242	203	39	16	111	95	16	14	31	31			19	15	4	21	18	16	2	11
Leyte.....	1,095	881	214	20	709	624	85	12	216	173	43	20	82	71	11	13	48	44	4	8	31	29	2	6
Surigao.....	148	121	27	18	107	91	16	15	35	27	8	23	20	18	2	10								
Bukidnon.....	64	41	13	24	28	27	1	4																
Trade School.....	94	47	47	50	100	70	30	30	260	171	89	34	86	67	19	22	72	60	12	17	57	45	12	21
Total.....	31,990	28,155	3,835	12	22,297	19,967	2,330	10	10,044	8,179	1,865	19	4,413	3,679	734	17	2,755	2,395	360	13	1,880	1,685	195	10

¹ Central Luzon Agricultural School.

In Table 5, the divisions are listed according to the percentage of pupils dropped during the school year 1920-21, the division with the smallest percentage being listed first.

The median percentage of withdrawals during the school year 1920-21 was 17 per cent, or 1 per cent less than during the school year 1919-20.

No. 6.—*Promotions of Pupils*

A table showing, by divisions and for the Islands, the number of pupils promoted, school year 1920-21.

Division	From First Grade to Second Grade			From Second Grade to Third Grade			From Third Grade to Fourth Grade			From Fourth Grade to Fifth Grade			From Fifth Grade to Sixth Grade			From Sixth Grade to Seventh Grade		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Manila	3,216	3,077	6,293	3,045	2,618	5,663	2,651	1,893	4,544	2,151	1,526	3,677	1,693	1,127	2,820	1,173	863	2,036
Abra	916	620	1,536	704	499	1,203	494	207	701	365	160	525	244	96	340	160	44	204
Albay	3,016	2,440	5,456	1,880	1,412	3,292	1,257	882	2,139	1,339	555	1,387	510	331	841	330	170	500
Anaue	1,618	1,364	2,982	1,087	1,011	2,098	765	638	1,403	671	502	1,173	405	203	608	245	151	396
Bataan	745	630	1,375	649	460	1,109	421	334	755	283	165	448	171	86	257	140	83	223
Batanes	150	105	255	98	73	171	104	47	151	40	21	61	38	15	53	24	10	34
Batangas	2,051	1,412	3,463	1,597	1,022	2,619	1,096	643	1,739	1,015	551	1,566	797	338	1,135	532	289	821
Bohol	3,507	3,219	6,726	2,365	2,127	4,492	1,805	1,403	3,208	1,100	714	1,814	744	456	1,200	522	280	802
Bulacan	2,918	2,304	5,222	1,755	1,183	2,938	1,165	709	1,874	980	460	1,440	630	317	947	466	235	701
Cagayan	3,202	2,839	6,041	1,550	1,249	2,799	1,129	848	1,977	829	539	1,368	569	341	910	358	122	480
Camarines	3,178	2,294	5,412	2,066	1,479	3,545	1,376	866	2,242	770	448	1,218	589	313	902	389	125	464
Capiz	2,663	2,514	5,177	1,961	1,483	3,444	1,442	1,120	2,562	914	692	1,606	649	447	1,096	495	336	831
Cavite	1,737	1,578	3,375	1,364	1,176	2,540	985	779	1,764	674	474	1,148	508	322	830	333	217	550
Cebu	7,700	5,357	13,057	5,461	3,466	8,927	3,512	2,081	5,593	2,384	1,252	3,636	1,416	695	2,111	847	416	1,263
C. I., A. S.													43	6	49	50	2	52
Ilocos Norte	3,860	3,519	7,379	2,215	1,944	4,159	1,758	1,249	3,007	977	707	1,684	744	464	1,208	558	385	943
Ilocos Sur	3,197	2,372	5,569	2,033	1,446	3,479	1,511	924	2,435	1,229	718	1,947	628	396	1,024	492	289	781
Iloilo	4,330	3,841	8,171	2,818	2,414	5,232	2,061	1,588	3,649	1,451	1,018	2,469	838	586	1,424	511	324	835
Isabela	1,657	1,363	3,020	1,043	849	1,892	719	469	1,184	466	248	714	291	125	416	201	73	274
Laguna	2,398	2,162	4,560	1,729	1,473	3,202	1,198	926	2,124	963	726	1,689	640	506	1,146	500	308	808
Leyte	5,001	4,821	9,822	2,624	2,622	5,246	1,637	1,412	3,049	977	815	1,792	622	481	1,103	373	367	740
Marinduque	734	646	1,380	527	441	968	362	277	639	164	183	347	129	89	218	121	115	236
Mindoro	714	627	1,341	414	312	726	325	201	526	253	163	406	192	95	287	144	72	216
Misamis	2,114	2,211	4,325	1,307	1,071	2,378	856	795	1,651	505	455	960	284	248	532	145	105	250
Mountain	2,189	736	2,925	1,189	303	1,492	473	125	598	215	54	269	199	44	343	122	29	151
Nueva Ecija	3,156	2,682	5,838	2,064	1,526	3,590	1,345	862	2,207	1,003	528	1,531	633	318	951	410	199	609
Nueva Vizcaya	625	551	1,176	356	284	640	235	146	381	218	115	333	132	96	228	103	70	173
Occidental Negros	2,931	2,907	5,838	2,300	2,164	4,464	1,572	1,395	2,967	1,038	813	1,851	602	457	1,059	490	327	817
Oriental Negros	2,385	2,242	4,627	1,430	1,214	2,644	1,068	769	1,837	712	458	1,170	502	325	827	267	177	444
Palawan	923	584	1,507	532	341	873	398	201	599	330	97	427	204	66	270	121	28	149
Pampanga	2,373	1,532	3,905	1,603	1,159	2,762	1,023	530	1,553	523	240	763	511	192	703	421	145	566
Pangasinan	8,742	7,954	16,696	5,195	4,284	9,479	3,491	2,494	5,985	2,591	1,551	4,142	1,582	901	2,493	1,137	580	1,717
Rizal	2,778	2,252	5,070	1,988	1,405	3,393	1,350	954	2,304	931	579	1,510	678	325	1,003	439	204	643

Romblon.....	673	576	1,249	460	353	813	354	183	547	291	163	454	149	99	248	136	71	207
Samar.....	3,839	2,905	6,244	2,145	1,922	4,097	1,260	1,000	2,260	686	489	1,175	373	229	602	303	156	459
Sorsogon.....	2,767	2,351	5,118	1,478	1,213	2,691	840	576	1,416	416	265	681	241	155	396	166	98	254
Surigao.....	721	714	1,435	541	539	1,080	323	277	600	185	146	331	100	60	160	56	40	96
Tarlac.....	2,309	1,980	4,289	1,553	1,311	2,864	1,114	734	1,848	817	420	1,237	544	235	779	444	169	613
Tayabas.....	2,491	2,194	4,685	1,931	1,521	3,452	1,384	1,021	2,405	840	495	1,385	244	244	702	312	179	451
Union.....	2,669	2,065	4,734	2,343	1,594	3,937	1,820	1,133	2,953	1,581	845	2,426	1,037	523	1,460	719	352	1,071
Zambales.....	1,189	1,059	2,248	861	620	1,481	760	620	1,380	507	323	830	363	210	573	247	172	419
Normal School.....	23	31	54	32	25	57	28	27	55	37	27	64	62	33	95	66	29	95
Trade School.....													30		30	41		41
Nautical School.....																		
Total.....	102,965	86,610	189,575	68,190	53,804	121,994	47,467	33,348	80,815	32,914	20,690	53,604	21,784	12,595	34,379	15,049	8,406	23,455
Mindanao and Sulu:																		
Agusan.....	738	600	1,338	556	444	1,000	296	198	494	155	79	234	69	27	96	33	16	49
Bukidnon.....	529	614	1,543	503	250	753	240	117	357	101	55	156	64	49	113	41		41
Cotabato.....	1,099	265	1,364	506	115	621	259	71	330	160	36	156	67	12	79	42	6	48
Davao.....	1,247	675	1,922	622	278	900	332	148	480	153	58	211	91	22	113	38	10	48
Lanao.....	1,049	277	1,326	593	588	1,181	214	59	273	83	25	108	50	26	76	28	14	42
Sulu.....	1,247	456	1,703	762	156	918	291	29	320	145	10	155	51	10	61	30	6	36
Zamboanga.....	1,283	849	2,132	684	372	1,056	395	213	608	212	109	321	154	51	205	93	36	129
Grand total.....	110,557	90,346	200,903	72,416	56,007	128,423	49,494	34,183	83,677	33,923	21,062	54,985	22,330	12,792	35,122	15,354	8,494	23,848

¹ Central Luzon Agricultural School.

No. 6.—Promotions of Pupils—Continued

Division	From Seventh Grade to First Year			From First Year to Second Year			From Second Year to Third Year			From Third Year to Fourth Year			Over Fourth Year			Grand Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Manila.....	850	547	1,397	360	194	554	285	118	403	198	51	249	154	46	200	15,776	12,060	27,836
Abra.....	112	32	144	65	23	88	25	9	34	12	7	19	23	5	28	3,085	1,690	4,775
Albay.....	201	132	333	77	44	121	21	19	40	12	8	20	28	5	33	8,159	5,997	14,156
Antique.....	134	122	256	83	21	104	17	10	27	11	3	14	6	1	7	6,042	4,025	9,067
Bataan.....	51	28	79	62	7	69	23	3	26	15	3	18	12	1	13	2,572	1,800	4,372
Batanes.....	17	11	28	14	1	15	22	22	44	31	6	37	25	9	34	485	283	768
Batangas.....	408	188	596	126	37	163	62	6	68	32	19	51	4	4	8	10,464	8,338	18,802
Bohol.....	341	119	460	31	9	40	26	6	32	19	5	24	28	5	33	8,467	5,425	13,892
Bulacan.....	337	151	488	90	36	126	55	9	64	43	16	59	27	4	31	8,065	6,174	14,239
Cagayan.....	280	156	436	83	53	136	40	14	54	18	9	27	7	11	18	8,065	6,174	14,239
Camarines.....	228	97	325	124	58	182	40	13	53	39	8	47	22	4	26	8,771	5,645	14,416
Capiz.....	305	229	534	46	36	82	18	11	29	25	7	32	13	1	14	8,531	6,876	15,407
Cavite.....	269	153	422	69	69	138	46	23	69	59	20	79	32	14	46	14,884	10,884	25,768
Cebu.....	583	285	868	224	120	344	125	37	162	99	20	119	90	15	105	22,441	13,754	36,195
C. L. A. S. I.....	68	3	71	181	154	181	154	154	154	100	100	100	38	38	38	634	11	645
Ilocos Norte.....	416	284	700	217	112	329	154	70	224	107	43	150	76	24	100	11,082	8,801	19,883
Ilocos Sur.....	393	166	559	187	102	289	116	56	172	88	31	119	72	20	92	9,946	6,620	16,566
Iloilo.....	407	288	695	171	126	297	101	43	144	82	29	111	64	22	86	12,834	10,277	23,111
Isabela.....	119	66	185	43	8	51	33	4	37	15	15	50	25	11	36	4,587	3,165	7,752
Laguna.....	365	234	599	95	34	129	69	27	96	37	13	50	25	11	36	8,019	6,420	14,439
Leyte.....	316	229	545	47	53	100	29	20	49	28	6	34	25	4	29	11,679	10,830	22,509
Marinduque.....	59	40	99	22	21	43	2	3	5	1	1	2	1	1	2	2,120	1,815	3,935
Mindoro.....	88	41	129	25	7	32	13	4	17	14	2	16	12	1	13	2,168	1,512	3,680
Misamis.....	76	44	120	23	6	29	7	3	10	14	2	16	12	1	13	5,228	5,176	10,404
Mountain.....	61	17	78	64	8	72	12	5	17	14	2	16	12	1	13	4,538	1,823	6,361
Nueva Ecija.....	337	114	451	119	29	148	52	14	66	29	7	36	27	4	31	9,175	6,283	15,458
Nueva Vizcaya.....	79	42	121	51	24	75	4	3	79	10	2	12	8	1	9	1,813	1,333	3,146
Occidental Negros.....	393	237	630	45	47	92	28	15	43	29	9	38	22	8	30	9,450	8,379	17,829
Oriental Negros.....	217	115	332	73	29	102	18	9	27	24	7	31	13	3	16	6,709	6,348	13,057
Palawan.....	100	29	129	28	4	32	11	11	11	11	11	11	11	11	11	2,647	1,350	3,997
Pampanga.....	295	125	420	102	34	136	51	15	66	44	6	50	37	12	49	6,983	3,990	10,973
Pangasinan.....	765	375	1,140	183	80	263	123	34	157	118	81	149	65	14	79	24,002	18,298	42,300
Rizal.....	342	132	474	107	22	129	72	18	90	35	7	42	24	3	27	8,744	5,941	14,685
Romblon.....	55	50	105	18	6	24	11	2	13	13	2	17	13	1	14	2,147	1,513	3,660
Samar.....	227	90	317	73	14	87	22	3	25	17	2	19	19	1	20	8,445	6,810	15,255

Sorsogon	113	55	168	55	17	72	19	4	23	12	1	13	13	3	16	6,110	4,788	10,848
Surigao	48	26	74	4	10	14	8	1	9	52	9	61	39	4	43	1,966	1,813	3,799
Tarlac	315	107	422	118	28	146	75	13	88	32	32	33	31	6	37	7,380	5,010	12,390
Tayabas	232	105	337	55	30	85	38	8	46	32	1	33	31	6	37	7,804	5,804	13,608
Union	506	212	718	123	57	180	58	37	35	34	17	51	23	4	27	10,913	6,839	17,752
Zambales	216	104	320	66	26	92	41	2	43	31	7	38	20	1	21	4,301	3,144	7,445
Normal School	62	32	94	23	21	44	26	69	35	23	67	90	109	114	223	491	475	966
Trade School	44	---	44	120	---	120	49	---	49	23	---	37	31	---	31	352	---	952
Nautical School	---	---	---	---	---	---	---	---	---	---	---	29	24	---	24	53	---	53
Total	10,830	5,625	16,455	3,892	1,653	5,545	2,179	776	2,955	1,576	441	2,017	1,176	354	1,530	308,022	224,302	532,324
Mindanao and Sulu:																		
Agusan	26	17	43	5	1	6	---	---	---	---	---	---	---	---	---	1,878	1,952	3,830
Bukidnon	27	---	27	---	---	---	---	---	---	---	---	---	---	---	---	1,905	1,085	2,990
Cotabato	26	2	28	---	---	---	---	---	---	---	---	---	---	---	---	2,159	507	2,666
Dayao	12	7	19	---	---	---	---	---	---	---	---	---	---	---	---	2,495	1,198	3,693
Lanao	20	12	32	---	---	---	---	---	---	---	---	---	---	---	---	2,037	1,001	3,038
Sulu	14	8	22	---	---	---	---	---	---	---	---	---	---	---	---	2,540	675	3,215
Zamboanga	55	22	77	21	4	25	11	2	13	6	1	7	5	3	8	2,919	1,662	4,581
Grand total	11,010	5,693	16,703	3,918	1,658	5,576	2,190	778	2,968	1,582	442	2,024	1,181	357	1,538	323,955	231,812	555,767

¹ Central Luzon Agricultural School.

When compared with statistics for the school year 1919-20, the figures in Table 6 show the following increases in the number of pupils promoted from each grade:

Item	Primary				Intermediate				Secondary			
	Grade				Grade				Year			
	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Fourth	First	Second	Third	Fourth
Number of pupils promoted	45,571	30,449	15,968	11,170	7,230	4,401	4,003	223	1,120	223	332	204
Percentage of increase	31	31	24	25	26	23	32	8	25	8	20	15

No. 7.—Percentages of Pupils Promoted

A table showing, by divisions and for the Islands, the percentages, by grades and by sexes, of pupils promoted, based on annual enrolment and on pupils examined, for the school years 1919-20 and 1920-21.

Division	All Grades			First Grade						Second Grade						Third Grade					
	1920-21			1920-21			1919-20			1920-21			1919-20			1920-21			1919-20		
	Based on Annual Enrolment			Based on Annual Enrolment			Based on Annual Enrolment			Based on Annual Enrolment			Based on Annual Enrolment			Based on Annual Enrolment			Based on Annual Enrolment		
	Male	Female	Total	Male	Female	Male	Male	Female	Female	Male	Female	Male	Male	Female	Female	Male	Female	Male	Male	Female	Female
Union.....	82	84	83	78	78	81	88	71	75	85	90	83	85	89	93	88	88	90	93	82	86
Nautical School.....	82	82	82	71	75	80	82	65	67	78	80	87	85	84	88	91	85	91	91	73	86
Bataan.....	79	81	79	74	76	78	82	65	67	78	80	87	85	84	88	91	85	91	91	73	79
Normal School.....	76	78	77	74	76	78	82	65	67	78	80	87	85	84	88	91	85	91	91	73	86
Manila.....	75	78	76	74	77	78	85	88	72	74	82	85	82	84	88	82	82	86	88	79	89
Ilocos Norte.....	74	74	74	71	70	85	85	67	69	78	83	83	87	87	89	82	84	88	87	69	76
Camarines.....	73	73	73	66	64	79	81	55	50	71	67	79	82	88	95	65	68	87	91	65	82
Rizal.....	74	70	72	63	60	74	75	66	62	78	75	80	77	81	83	82	85	81	73	85	85
Abra.....	69	74	70	66	67	77	79	60	67	77	71	83	79	90	71	72	80	84	74	72	84
Pangasinan.....	69	68	69	62	61	71	70	48	49	66	68	77	75	81	81	66	68	75	82	66	73
Cebu.....	66	68	67	62	62	75	77	63	63	75	75	74	74	83	84	76	78	83	85	70	86
C. L. A. S. I.....	67	67	67	61	59	74	71	53	54	73	72	73	80	84	93	82	77	89	85	70	84
Tarlac.....	67	66	67	61	59	74	71	53	54	73	72	73	80	84	93	82	77	89	85	70	84
Ibabala.....	66	66	66	60	61	69	71	43	44	56	59	73	75	82	86	61	61	79	77	61	79
Zambales.....	66	63	65	47	46	58	55	42	40	51	49	84	74	77	70	86	82	84	87	60	70
Albay.....	63	65	64	56	60	81	84	38	44	69	75	70	73	74	78	48	53	79	73	47	85
Capiz.....	62	65	64	54	59	68	72	52	53	64	53	70	73	74	80	61	75	79	64	77	81
Cavite.....	63	64	64	54	54	63	63	53	61	68	73	67	73	71	78	71	75	74	77	74	84
Antique.....	60	67	63	53	59	65	71	45	55	61	68	63	74	71	84	70	83	73	81	62	77
Cagayan.....	62	63	63	54	55	72	72	49	49	66	67	69	70	82	86	73	78	82	84	66	75
Oriental Negros.....	64	62	63	49	51	64	65	30	33	40	43	78	72	86	82	54	56	62	69	72	67
Samar.....	61	65	63	48	49	71	71	39	41	70	67	79	87	84	94	63	66	87	89	91	87
Occidental Negros.....	61	62	62	52	52	71	72	46	45	67	66	72	73	80	84	66	69	74	78	69	75

Palawan	63	60	62	47	47	45	44	43	49	51	58	88	83	65	67	81	83	82	81	74	76	66	65	73	71	81	87
Batangas	61	61	61	50	51	76	72	50	56	69	74	66	63	71	76	66	70	80	85	62	60	73	73	66	68	83	87
Laguna	59	62	61	51	54	61	63	52	55	64	65	61	64	73	77	62	65	74	78	60	63	72	77	62	66	76	78
Ilocos Sur	58	61	59	52	54	59	61	50	49	59	59	56	62	62	65	68	61	65	62	65	74	75	52	58	60	66	67
Nueva Vizcaya	59	58	59	55	52	84	86	34	34	59	64	62	63	75	79	58	71	75	82	65	80	77	79	74	82	81	87
Pampanga	61	57	59	48	42	62	60	46	36	61	48	87	92	81	96	74	74	77	78	63	64	67	84	60	64	65	71
Batanes	57	58	58	55	52	72	73	31	34	49	46	80	84	74	80	48	45	60	58	70	68	85	84	60	62	79	53
Mindoro	57	59	58	43	49	58	64	46	46	62	66	67	69	80	78	68	68	80	82	63	59	76	79	62	63	72	75
Nueva Ecija	59	56	57	47	45	58	55	35	34	52	51	64	60	72	71	51	50	70	71	63	66	75	77	54	53	76	74
Romblon	57	58	57	49	43	64	69	42	42	66	68	59	60	77	78	57	54	77	71	60	54	76	78	56	33	81	80
Bohol	54	55	55	44	47	58	60	55	49	67	59	61	65	73	76	59	64	70	75	60	59	74	75	58	59	71	72
Tayabas	54	57	55	45	50	58	61	44	51	60	65	68	66	75	77	60	72	76	82	60	73	74	81	70	66	76	77
Lanao	45	85	53	37	33	50	39	26	22	38	28	63	66	70	74	51	59	60	67	57	69	64	73	59	61	68	80
Iloilo	52	52	42	43	43	58	57	40	43	55	58	64	63	72	72	67	67	71	73	57	59	67	70	58	62	70	78
Sorsogon	51	54	52	41	44	52	58	35	38	56	60	66	73	75	80	55	59	78	82	62	67	72	77	52	62	75	82
Bulacan	32	49	51	40	39	56	56	33	37	52	52	61	57	74	71	53	57	62	69	61	61	77	80	60	61	76	76
Misamis	49	51	50	39	41	54	57	37	31	51	53	56	62	71	81	47	60	77	79	64	61	80	78	58	61	81	87
Marinduque ²	46	53	49	42	48	55	60	32	33	49	48	61	69	67	74	52	72	62	93	62	67	62	70	57	42	65	58
Zamboanga	47	47	47	36	38	45	48	32	33	49	48	61	69	67	74	52	72	62	93	62	67	62	70	57	42	65	58
Cotabato	43	49	46	33	37	38	45	29	30	43	47	71	71	69	60	60	54	70	68	73	80	68	53	55	53	67	60
Trade School	46	46	46	46	46	46	46	46	46	46	46	46	46	46	46	46	46	46	46	46	46	46	46	46	46	46	46
Leyte	44	47	45	38	42	58	62	33	36	56	58	48	54	59	76	43	48	66	71	41	48	68	71	41	40	62	62
Mountain	45	44	45	37	34	48	44	37	32	49	43	59	65	67	70	60	61	70	72	53	71	66	82	59	56	71	80
Agusan	42	40	41	38	33	48	43	33	32	45	43	71	75	67	71	63	64	70	68	56	52	60	50	52	46	58	58
Bukidnon	39	39	39	33	31	39	40	30	23	37	38	56	55	64	67	47	54	57	68	70	68	72	45	64	56	72	72
Davao	39	40	39	33	31	39	40	30	23	37	38	56	55	64	67	47	54	57	68	70	68	72	45	64	56	72	72
Sulu	42	24	36	31	19	34	23	24	12	38	15	71	45	69	44	48	53	65	87	63	49	58	60	51	64	67	70
Surigao	33	36	34	25	27	49	50	27	30	49	52	44	47	66	69	44	45	70	69	45	48	70	71	44	33	69	75
Total	60	61	60	49	51	63	65	45	46	61	62	69	71	78	81	61	63	76	79	67	69	78	80	60	61	76	78

¹ Central Luzon Agricultural School.² Included with Tayabas, school year 1919-20

No. 7.—Percentages of Pupils Promoted—Continued

Division	Fourth Grade						Fifth Grade						Sixth Grade						Seventh Grade					
	1920-21			1919-20			1920-21			1919-20			1920-21			1919-20			1920-21			1919-20		
	Based on Annual Enrol-ment	Male	Female	Based on Annual Enrol-ment	Male	Female	Based on Annual Enrol-ment	Male	Female	Based on Annual Enrol-ment	Male	Female	Based on Annual Enrol-ment	Male	Female	Based on Annual Enrol-ment	Male	Female	Based on Annual Enrol-ment	Male	Female	Based on Annual Enrol-ment	Male	Female
Union.....	84	80	90	88	82	86	88	90	88	80	88	88	80	88	88	81	79	88	88	80	89	83	95	95
Nautical School.....	81	86	87	95	78	78	88	90	96	85	85	85	73	81	81	81	81	81	81	81	81	81	81	81
Bataan.....	100	79	95	87	83	74	89	80	85	97	97	72	71	90	81	81	81	81	81	81	81	81	81	81
Normal School.....	85	84	89	91	85	88	91	92	71	77	80	87	77	86	89	70	79	88	77	81	90	93	77	91
Manila.....	59	62	61	63	58	58	69	68	70	62	79	69	59	62	73	69	86	89	63	76	79	80	62	74
Ilocos Norte.....	64	72	73	84	72	73	83	86	83	70	84	94	95	81	80	87	86	98	94	60	74	84	90	92
Camarines.....	72	73	78	84	72	73	83	86	83	87	87	83	73	81	85	94	83	91	93	91	93	97	95	96
Rizal.....	64	75	72	83	63	67	71	77	60	66	71	70	54	56	67	76	77	80	81	84	88	91	73	81
Abra.....	72	69	78	75	60	58	69	67	69	73	77	79	64	66	77	76	80	84	87	78	76	87	81	71
Pangasinan.....	63	68	76	78	70	67	81	81	62	66	75	78	60	72	84	85	69	72	80	80	73	82	88	94
Cebu.....	63	68	76	78	70	67	81	81	62	66	75	78	60	72	84	85	69	72	80	80	73	82	88	94
C. L. A. S. I.....	61	64	73	76	62	59	71	73	64	68	77	88	55	67	81	71	78	87	91	76	79	86	88	93
Tarlac.....	61	64	71	81	52	57	66	72	62	59	81	78	55	41	76	83	68	77	83	67	74	82	88	92
Isabela.....	66	64	72	73	64	63	74	73	72	76	87	87	59	65	86	94	86	77	89	94	72	83	93	96
Zambales.....	60	64	71	77	51	56	78	38	61	67	76	83	45	46	76	76	70	78	85	90	54	61	77	86
Albay.....	57	65	69	68	66	68	81	86	70	73	84	81	66	71	83	85	84	82	84	92	77	96	84	91
Capiz.....	63	63	74	76	61	60	52	68	65	66	76	72	64	75	62	89	71	63	73	64	82	79	88	96
Cavite.....	67	74	76	81	60	52	68	69	66	76	72	64	75	62	89	71	63	73	64	82	79	88	96	95
Antique.....	63	67	73	75	48	51	68	51	55	67	89	90	51	55	67	89	90	51	55	67	89	90	51	55
Cagayan.....	71	83	83	85	55	56	70	72	79	78	94	91	65	73	80	87	78	82	92	96	74	78	87	90
Oriental Negros.....	63	77	84	83	53	51	61	61	60	63	68	71	61	65	82	82	73	73	73	73	73	73	73	73
Samar.....	56	58	66	66	57	58	67	69	75	76	80	78	63	82	71	90	81	69	81	81	81	81	81	81
Occidental Negros.....	68	63	69	66	56	57	69	75	76	80	78	63	82	71	90	81	69	81	81	81	81	81	81	81
Palawan.....	63	68	71	79	63	63	80	80	66	70	74	75	61	74	72	82	70	86	80	91	78	79	86	95
Batangas.....	71	83	83	85	55	56	70	72	79	78	94	91	65	73	80	87	78	82	92	96	74	78	87	90
Oriental Negros.....	63	77	84	83	53	51	61	61	60	63	68	71	61	65	82	82	73	73	73	73	73	73	73	73
Samar.....	56	58	66	66	57	58	67	69	75	76	80	78	63	82	71	90	81	69	81	81	81	81	81	81
Occidental Negros.....	68	63	69	66	56	57	69	75	76	80	78	63	82	71	90	81	69	81	81	81	81	81	81	81
Palawan.....	63	68	71	79	63	63	80	80	66	70	74	75	61	74	72	82	70	86	80	91	78	79	86	95
Batangas.....	71	83	83	85	55	56	70	72	79	78	94	91	65	73	80	87	78	82	92	96	74	78	87	90
Oriental Negros.....	63	77	84	83	53	51	61	61	60	63	68	71	61	65	82	82	73	73	73	73	73	73	73	73
Samar.....	56	58	66	66	57	58	67	69	75	76	80	78	63	82	71	90	81	69	81	81	81	81	81	81
Occidental Negros.....	68	63	69	66	56	57	69	75	76	80	78	63	82	71	90	81	69	81	81	81	81	81	81	81
Palawan.....	63	68	71	79	63	63	80	80	66	70	74	75	61	74	72	82	70	86	80	91	78	79	86	95
Batangas.....	71	83	83	85	55	56	70	72	79	78	94	91	65	73	80	87	78	82	92	96	74	78	87	90
Oriental Negros.....	63	77	84	83	53	51	61	61	60	63	68	71	61	65	82	82	73	73	73	73	73	73	73	73
Samar.....	56	58	66	66	57	58	67	69	75	76	80	78	63	82	71	90	81	69	81	81	81	81	81	81
Occidental Negros.....	68	63	69	66	56	57	69	75	76	80	78	63	82	71	90	81	69	81	81	81	81	81	81	81
Palawan.....	63	68	71	79	63	63	80	80	66	70	74	75	61	74	72	82	70	86	80	91	78	79	86	95
Batangas.....	71	83	83	85	55	56	70	72	79	78	94	91	65	73	80	87	78	82	92	96	74	78	87	90
Oriental Negros.....	63	77	84	83	53	51	61	61	60	63	68	71	61	65	82	82	73	73	73	73	73	73	73	73
Samar.....	56	58	66	66	57	58	67	69	75	76	80	78	63	82	71	90	81	69	81	81	81	81	81	81
Occidental Negros.....	68	63	69	66	56	57	69	75	76	80	78	63	82	71	90	81	69	81	81	81	81	81	81	81
Palawan.....	63	68	71	79	63	63	80	80	66	70	74	75	61	74	72	82	70	86	80	91	78	79	86	95
Batangas.....	71	83	83	85	55	56	70	72	79	78	94	91	65	73	80	87	78	82	92	96	74	78	87	90
Oriental Negros.....	63	77	84	83	53	51	61	61	60	63	68	71	61	65	82	82	73	73	73	73	73	73	73	73
Samar.....	56	58	66	66	57	58	67	69	75	76	80	78	63	82	71	90	81	69	81	81	81	81	81	81
Occidental Negros.....	68	63	69	66	56	57	69	75	76	80	78	63	82	71	90	81	69	81	81	81	81	81	81	81
Palawan.....	63	68	71	79	63	63	80	80	66	70	74	75	61	74	72	82	70	86	80	91	78	79	86	95
Batangas.....	71	83	83	85	55	56	70	72	79	78	94	91	65	73	80	87	78	82	92	96	74	78	87	90
Oriental Negros.....	63	77	84	83	53	51	61	61	60	63	68	71	61	65	82	82	73	73	73	73	73	73	73	73
Samar.....	56	58	66	66	57	58	67	69	75	76	80	78	63	82	71	90	81	69	81	81	81	81	81	81
Occidental Negros.....	68	63	69	66	56	57	69	75	76	80	78	63	82	71	90	81	69	81	81	81	81	81	81	81
Palawan.....	63	68	71	79	63	63	80	80	66	70	74	75	61	74	72	82	70	86	80	91	78	79	86	95
Batangas.....	71	83	83	85	55	56	70	72	79	78	94	91	65	73	80	87	78	82	92	96	74	78	87	90
Oriental Negros.....	63	77	84	83	53	51	61	61	60	63	68	71	61	65	82	82	73	73	73	73	73	73	73	73
Samar.....	56	58	66	66	57	58	67	69	75	76	80	78	63	82	71	90	81	69	81	81	81	81	81	81
Occidental Negros.....	68	63	69	66	56	57	69	75	76	80	78	63	82	71	90	81	69	81	81	81	81	81	81	81
Palawan.....	63	68	71	79	63	63	80	80	66	70	74	75	61	74	72	82	70	86	80	91	78	79	86	95
Batangas.....	71	83	83	85	55	56	70	72	79	78	94	91	65	73	80	87	78	82	92	96	74	78	87	90
Oriental Negros.....	63	77	84	83	53	51	61	61	60	63	68	71	61	65	82	82	73	73	73	73	73	73	73	73
Samar.....	56	58	66	66	57	58	67	69	75	76	80	78	63	82	71	90	81	69	81	81	81	81	81	81
Occidental Negros.....	68	63	69	66	56	57	69	75	76	80	78	63	82	71	90	81	69	81	81	81	81	81	81	81
Palawan.....	63	68	71	79	63	63	80	80	66	70</														

Nueva Vizcaya.....	52	49	63	63	60	71	68	81	54	58	71	64	82	76	94	80	72	85	82	99	82	84	98	88	74	79	92	91	95	93	96
Pampanga.....	49	46	54	52	64	62	71	72	63	62	74	75	67	68	84	87	78	74	89	85	77	82	89	93	93	79	88	91	88	92	96
Batanes.....	35	37	57	75	57	53	66	69	64	75	81	83	69	67	80	80	51	63	65	65	83	85	90	90	93	86	91	82	77	100	100
Mindoro.....	65	67	75	78	48	48	62	61	70	69	84	86	68	78	83	87	82	97	94	99	71	83	88	100	87	91	95	98	63	84	82
Nueva Ecija.....	69	68	78	81	52	56	78	79	70	70	83	82	69	77	85	86	79	88	88	92	79	82	93	92	79	79	86	85	76	84	84
Romblon.....	61	60	97	78	51	46	77	66	53	67	71	82	50	50	70	68	67	81	78	90	45	56	61	64	76	81	95	86	66	74	78
Bohol.....	55	55	69	68	51	54	63	67	72	73	85	87	67	68	78	76	79	76	90	87	76	81	86	85	68	63	75	69	62	72	67
Tayabas.....	61	51	63	65	59	77	85	85	46	43	82	49	65	72	80	83	46	56	65	65	73	76	86	86	47	62	55	64	66	77	86
Lanao.....	54	59	73	83	59	67	73	89	62	75	96	100	54	68	85	91	98	75	100	100	80	80	80	92	82	71	88	75	81	83	93
Iloilo.....	54	55	63	62	47	49	57	57	57	59	73	71	45	45	64	59	63	72	77	82	53	69	73	85	60	70	75	79	51	63	70
Sorsogon.....	52	52	56	55	62	57	74	77	54	55	62	63	51	61	81	87	64	75	75	84	54	68	77	92	71	71	84	77	52	62	76
Bulacan.....	59	57	72	74	57	59	68	73	61	68	76	77	54	57	69	76	77	89	89	96	68	77	81	86	68	53	78	87	76	83	85
Misamis.....	58	55	72	72	57	54	78	49	60	61	81	79	65	65	89	81	67	73	86	93	68	77	92	98	81	75	94	92	74	85	97
Marinduque ²	42	60	51	69	---	---	---	---	43	44	52	54	---	---	---	---	59	76	65	79	---	---	---	---	54	48	64	51	---	---	---
Zamboanga.....	52	64	53	72	41	38	57	65	60	57	79	78	47	55	62	73	68	68	74	78	68	72	82	83	76	69	93	48	71	72	92
Cotabato.....	66	59	72	63	41	41	60	54	73	86	93	100	73	62	98	89	88	67	91	85	90	100	100	100	93	100	100	100	100	100	100
Trade School.....	---	---	---	---	---	---	---	---	33	---	86	---	39	---	83	---	44	---	87	---	41	---	62	---	44	---	63	---	65	---	---
Leyte.....	45	51	61	66	39	44	58	65	53	63	73	76	41	50	67	69	65	70	78	84	63	64	88	84	76	77	89	84	61	66	85
Mountain.....	42	59	55	74	47	70	53	79	67	68	84	72	55	59	73	72	76	69	81	76	81	77	96	82	92	77	100	89	81	68	90
Agusan.....	41	36	50	45	43	27	58	36	45	52	62	61	47	48	75	62	65	73	85	84	56	67	77	82	67	89	90	94	63	40	74
Bukidnon.....	31	47	45	54	41	59	50	67	69	73	85	80	71	---	89	---	76	---	91	---	90	---	93	---	96	---	100	---	73	---	100
Davao.....	45	51	57	55	44	41	56	53	58	59	63	59	56	71	64	66	83	84	100	75	100	100	100	100	100	100	100	100	100	67	---
Sulu.....	52	34	65	50	47	55	65	80	58	68	24	67	45	43	63	50	70	86	65	100	64	92	72	100	95	80	100	100	83	---	89
Surigao.....	40	43	56	57	38	36	55	55	42	50	61	69	45	54	66	70	60	73	78	82	64	62	75	74	68	72	81	81	55	55	71
Total.....	62	64	71	73	57	58	72	73	65	68	79	79	62	66	79	80	73	77	84	87	71	77	85	89	74	73	84	85	72	76	86

¹ Central Luzon Agricultural School.

² Included with Tayabas, school year 1919-20.

No. 7.—Percentages of Pupils Promoted—Continued

Division	First Year				Second Year				Third Year				Fourth Year			
	1920-21		1919-20		1920-21		1919-20		1920-21		1919-20		1920-21		1919-20	
	Based on Annual Enrolment	Based on Annual Enrolment	Based on Annual Enrolment	Based on Annual Enrolment	Based on Annual Enrolment	Based on Annual Enrolment	Based on Annual Enrolment	Based on Annual Enrolment	Based on Annual Enrolment	Based on Annual Enrolment	Based on Annual Enrolment	Based on Annual Enrolment	Based on Annual Enrolment	Based on Annual Enrolment	Based on Annual Enrolment	Based on Annual Enrolment
Union.....	49	41	61	48	40	41	53	88	66	77	75	84	52	48	72	52
Nautical School.....	82	64	97	100	53	45	63	71	77	75	95	100	59	100	75	100
Bataan.....	77	57	95	75	67	89	100	93	46	53	65	77	48	57	64	66
Normal School.....	45	39	55	51	39	47	54	58	63	71	82	91	67	54	81	93
Manila.....	59	52	74	56	57	57	68	62	69	66	85	74	78	68	85	77
Ilocos Norte.....	76	64	86	94	56	53	74	70	80	72	89	81	70	46	89	67
Camarines.....	76	55	90	69	70	58	83	70	88	95	99	100	50	45	63	75
Rizal.....	63	79	76	96	33	31	41	43	81	90	96	100	50	67	56	67
Abra.....	45	44	60	55	55	50	64	63	62	56	78	71	71	68	84	77
Pangasinan.....	57	75	67	85	43	59	64	75	69	74	77	84	64	77	97	80
Cebu.....	55	97	97	59	59	95	95	63	63	63	77	83	67	83	92	92
C. L. A. S.....	56	61	70	72	50	56	65	77	72	76	87	92	84	97	84	97
Tarlac.....	82	73	78	84	74	80	97	80	89	100	100	100	100	91	50	100
Isabela.....	86	72	78	84	73	48	86	63	63	82	87	84	100	73	91	82
Zambales.....	62	60	66	67	42	59	67	73	78	55	64	64	70	86	63	70
Albay.....	57	84	77	95	57	52	81	90	82	72	94	85	67	78	91	86
Capiz.....	71	68	80	81	35	52	38	62	52	77	61	83	32	57	58	57
Cavite.....	61	76	74	87	37	46	45	52	82	89	83	100	59	58	65	70
Antique.....	63	64	82	91	70	67	82	90	64	85	90	93	83	86	87	100
Cagayan.....	77	78	93	82	49	83	71	100	83	50	92	100	100	100	41	100
Oriental Negros.....	35	66	42	72	36	31	43	36	54	75	71	79	41	74	85	78
Samar.....	47	57	55	57	51	50	65	100	66	66	73	73	73	73	73	73
Occidental Negros.....	73	75	88	86	55	70	80	90	80	81	89	95	48	52	88	81
Palawan.....	64	71	74	71	58	67	70	84	73	93	80	96	72	75	90	90
Batangas.....	64	65	71	69	80	66	77	70	60	73	69	78	66	70	77	84
Laguna.....	64	65	71	69	80	66	77	70	60	73	69	78	66	70	77	84
Ilocos Sur.....	64	65	71	69	80	66	77	70	60	73	69	78	66	70	77	84

Nueva Vizcaya	65	69	79	80	43	37	91	55	29	75	67	75	75	71	100	91	100	67	100	80	100	88	92	90	100	87	100	92	100
Pampanga	60	64	72	67	42	49	61	55	77	58	88	63	63	86	86	90	100	64	77	78	77								
Batanes	54	100	74	100	82		100																						
Mindoro	83	100	89	100	70	80	82	80	100	100	100	100	100	88	100	100	100	73	100	80	100	96	100	100	100	87	100	93	100
Nueva Ecija	89	94	95	100	43	79	55	85	95	93	100	100	48	62	71	100		79	60	79	60								
Romblon	64	50	72	55	48	26	50	36	78	50	100	66	82	20	90	25		75	100	83	100	31	57			77	100	81	100
Bohol	17	14	33	23	60	58	74	64	33	33	51	33	50	83	59	91	70	38	83	38	75	100	86	100	86	100	55	67	73
Tayabas	49	53	63	68	45	44	60	51	75	80	88	89	63	57	74	71	65	25	80	50	70	67	84	86	78	100	86	100	75
Iloilo	45	53	63	68	36	51	56	68	53	53	70	84	44	64	68	81	59	48	87	81	55	80	71	89	74	73	83	76	84
Sorsogon	69	55	81	63	32	25	47	33	73	80	73	80	60	40	71	50	67	100	86	100	53	100	77	100	87	100	100	79	75
Bulacan	57	57	71	73	56	57	84	94	67	43	71	45	85	86	37	96	75	70	84	76	81	100	90	100	78	83	100	85	100
Misamis	62	55	77	86	46	64	74	88	58	75	58	75	77	100	100	100	100	100	100	100	100								
Marinduque ²	41	54	52	62					22	50	67	75					85	50	85	50	86	100	86	100	100	100	100		
Zamboanga	62	57	70	57	59	60	77	100	73	67	73	100	90	100	90	100	85	50	85	50	86	100	86	100	100	100	100		
Cotabato	46																												
Trade School	42	51	61	63	50	69	71	87	53	74	64	77	60	53	82	100	68	86	76	86	79	43	95	100	93	100	100	100	100
Leyte																													
Mountain	68	57	81	73	46	48	67	60	75	100	86	100	60	87	82	87	93	100	100	100									
Agusan	25	20	56	33	16	33	22	40																					
Bukidnon																													
Davao																													
Sulu																													
Surigao	20	67	29	77	50	8	71	17	44	50	50	46			100														
Total	55	56	70	68	49	54	66	67	67	69	81	82	63	65	78	80	73	74	86	86	70	82	84	90	80	88	91	94	76
																													89
																													88
																													94

¹ Central Luzon Agricultural School.² Included with Tayabas, school year 1919-20.

In Table 7, divisions are listed according to the percentages of pupils (of all grades) promoted, the percentages being figured on the basis of annual enrolment.

When compared with statistics for the previous year, the figures in Table 7 show (1) that there were increases in percentages of promotions in all grades, (2) that the increases in the primary grades were larger than the increases in the intermediate and secondary, (3) that 41 divisions reported higher percentages of promotions, and (4) that 10 divisions reported lower percentages of promotions.

No. 8.—*The Average Number of Pupils per Teacher*

A table showing, by divisions and for the Islands, the average number of pupils per teacher, based on the monthly enrollment for September, 1921.

Division	Primary			Intermediate			Secondary			Total		
	Number of Pupils	Number of Teachers	Number of Pupils per Teacher	Number of Pupils	Number of Teachers	Number of Pupils per Teacher	Number of Pupils	Number of Teachers	Number of Pupils per Teacher	Number of Pupils	Number of Teachers	Number of Pupils per Teacher
Manila.....	27,258	639	43	9,605	270	36	2,574	78	37	39,737	987	40
Abra.....	6,770	138	42	1,130	38	31	262	6	44	7,162	180	40
Albay.....	20,227	469	44	2,719	91	30	415	11	38	23,361	581	42
Antique.....	13,581	335	41	2,386	95	25	305	9	34	16,272	439	37
Bataan.....	5,418	123	44	2,966	30	32	164	6	27	6,548	159	41
Batanes.....	960	36	27	195	10	20	31	2	15	1,186	43	25
Batangas.....	19,843	469	42	4,080	180	23	585	16	37	24,508	665	37
Bohol.....	34,279	759	45	4,094	140	29	396	9	44	38,709	908	43
Bulacan.....	24,911	446	56	3,427	115	30	432	10	43	28,770	571	50
Cagayan.....	20,033	452	44	2,964	94	32	497	10	50	23,494	556	42
Camarines.....	19,426	409	47	2,733	105	26	562	14	40	22,721	528	43
Capiz.....	23,014	535	43	3,703	160	17	311	11	28	27,028	706	38
Cavite.....	14,739	317	47	2,667	97	28	400	12	33	17,856	426	42
Cebu.....	57,605	1,227	47	7,896	265	30	1,189	23	52	66,690	1,515	44
C. L. A. S. I.....				1,163	1	163	565	12	47	728	13	56
Ilocos Norte.....	24,155	498	49	4,319	145	30	1,477	33	45	29,951	676	44
Ilocos Sur.....	23,987	488	49	4,402	142	31	1,373	30	46	29,762	660	45
Iloilo.....	43,280	843	51	5,780	198	29	1,165	32	36	50,225	1,073	47
Isabela.....	11,278	226	50	1,545	44	35	192	5	38	13,015	275	47
Laguna.....	20,358	450	45	3,790	173	22	555	15	37	24,703	638	39
Leyte.....	39,981	802	50	3,898	148	26	535	17	31	44,414	987	45
Marinduque.....	6,451	133	49	1,101	32	34	123	4	30	7,675	169	45
Mindoro.....	6,572	166	40	1,008	49	21	88	4	30	7,668	219	35
Misamis.....	22,202	422	53	1,902	63	30	120	4	30	24,224	489	50
Mountain.....	9,619	308	31	862	31	27	225	12	19	10,696	351	30
Nueva Ecija.....	24,629	537	46	3,319	116	29	462	12	39	28,410	685	43
Nueva Vizcaya.....	4,073	112	36	845	30	28	213	9	24	5,131	151	34
Occidental Negros.....	29,551	553	53	4,368	143	29	428	10	43	34,337	710	48
Oriental Negros.....	19,392	436	44	2,582	105	25	341	16	31	22,325	557	40
Palawan.....	6,531	153	43	2,862	27	32	136	4	34	7,529	184	41

Pampanga.....	18,593	382	49	2,402	97	25	500	12	42	21,495	491	44
Pangasinan.....	59,847	1,032	58	8,888	313	28	1,438	32	45	70,173	1,377	51
Rizal.....	19,904	430	46	3,307	115	29	536	12	45	23,747	567	43
Romblon.....	5,831	158	37	922	40	23	114	7	16	6,867	205	33
Samar.....	26,909	525	51	2,672	107	25	292	9	32	29,873	641	47
Sorsogon.....	22,566	383	57	1,703	58	29	252	8	32	24,521	459	53
Surigao.....	10,697	233	46	1,745	30	25	57	3	19	11,499	266	43
Tarlac.....	16,045	392	41	2,819	100	28	641	17	38	19,505	509	38
Tayabas.....	22,774	521	44	3,451	157	22	352	10	35	26,577	688	39
Union.....	17,242	375	46	5,023	141	36	787	19	41	23,052	535	43
Zambales.....	10,077	215	47	1,873	58	32	319	9	35	12,274	282	44
Normal School.....	574			216			959	53	18	1,749	53	33
Trade School.....				201	26	8	474	8	59	675	34	20
Nautical School.....							61	3	20	61	3	20
Total.....	810,232	17,127	47	123,468	4,382	28	23,203	638	36	956,903	22,147	43
Mindanao and Sulu:												
Agusan.....	7,319	155	47	449	18	25	31	1	31	7,799	174	45
Bukidnon.....	5,194	118	44	296	13	23	34	1	31	5,524	132	42
Cotabato.....	8,138	235	35	335	11	30				8,473	246	34
Davao.....	6,660	164	41	310	16	19				6,970	180	39
Lanao.....	5,944	167	36	228	10	23	33	1	33	6,205	178	35
Sulu.....	8,188	174	47	241	13	19	17	1	17	8,446	188	45
Zamboanga.....	9,591	233	41	727	28	26	114	8	14	10,432	269	39
Grand total.....	861,266	18,373	47	126,054	4,491	28	23,432	650	36	1,010,752	23,514	43

¹ Central Luzon Agricultural School.

In September, 1920, the average number of pupils per teacher in the primary grades was 47; in the intermediate grades, 27; and in the secondary schools, 34.

Nueva Ecija.....	1	1	2	1	4	5	4	3	4	4	2	3	1	1	1	9	21	10	31								
Nueva Vizcaya.....	1	2	2	1	2	2	4	1	1	1	1	1	1	1	1	5	1	8	1								
Occidental Negros.....	1	4	1	4	5	1	1	22	6	2	1	1	1	1	1	13	40	7	47								
Oriental Negros.....	1	4	1	4	5	1	5	11	6	5	1	1	1	1	1	10	26	8	36								
Palawan.....	1	1	1	1	1	1	1	14	1	2	1	1	1	1	1	4	26	2	23								
Pampanga.....	1	3	4	3	6	9	10	1	37	4	3	2	2	1	1	10	37	10	47								
Pangasinan.....	1	3	6	6	9	9	5	1	37	7	12	1	1	2	1	19	1	86	1								
Rizal.....	2	2	4	4	6	3	3	13	3	4	1	1	1	1	1	7	29	3	32								
Romblon.....	1	1	1	1	1	1	1	6	2	2	1	1	1	1	1	4	15	3	18								
Samar.....	3	2	1	2	6	2	8	3	1	21	9	1	2	1	13	39	11	50	1								
Sorsogon.....	3	1	1	2	3	1	4	2	9	4	2	1	1	1	1	11	26	5	31								
Surigao.....	1	1	2	2	8	2	8	1	1	1	1	1	1	1	1	7	26	2	28								
Tarlac.....	1	4	1	2	4	6	6	1	1	2	2	1	1	1	1	9	27	3	30								
Tayabas.....	2	5	3	2	5	7	3	12	2	3	3	1	1	1	1	10	30	3	33								
Union.....	1	2	4	2	5	7	7	1	9	3	2	1	1	1	1	10	31	4	35								
Zambales.....	2	19	21	1	3	12	2	5	10	10	2	3	1	2	7	28	2	30	2								
Normal School.....	2	4	7	3	27	3	10	23	30	30	10	13	23	30	10	10	13	23	30								
Trade School.....	2	1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	30								
Nautical School.....	1	4	5	1	4	5	10	31	41	10	31	41	10	31	41	10	31	41	41								
General Office.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1								
Total.....	11	2	15	74	166	4	1	4	9	93	197	290	95	28	473	169	146	80	28	3	50	49	363	6	1,155	335	1,490
Mindanao and Sulu:																											
Agusan.....																											
Bukidnon.....																											
Cotabato.....																											
Davao.....																											
Lanao.....																											
Sulu.....																											
Zamboanga.....																											
Grand total.....	11	2	16	76	168	4	1	4	29	115	200	315	96	28	473	169	146	80	28	3	50	49	365	6	1,158	335	1,493

1 Central Luzon Agricultural School.

No. 9.—Classification of Teachers—Continued

Division	Filipino Provincial										Filipino Municipal										Grand Total																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
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Pampanga.....	5	4	5	4	9	192	137	40	17	212	154	386	276	173	449															
Pangasinan.....	4	5	4	5	9	571	214	145	70	716	450	1,136	799	441	1,240															
Rizal.....	2	1	2	1	145	214	52	18	137	282	429	230	239	239	469															
Romblon.....	3	7	3	10	13	76	60	13	8	89	157	114	74	74	188															
Samar.....	2	2	2	2	287	153	37	10	324	163	487	369	176	176	545															
Sorsogon.....	2	2	1	1	3	225	116	16	8	241	124	365	273	132	405															
Surigao.....	9	1	10	12	9	132	60	12	4	144	64	208	181	67	248															
Tarlac.....	2	1	3	3	9	233	99	52	22	285	121	406	320	131	451															
Tayabas.....	1	1	1	1	226	161	94	35	411	196	607	443	204	204	647															
Union.....	2	2	2	2	100	136	76	23	302	159	461	336	168	168	504															
Zambales.....	2	2	2	2	100	100	25	7	125	107	232	155	109	264	264															
Normal School.....													12	32	44															
Trade School.....													33	4	37															
Nautical School.....													2	1	3															
General Office.....													11	35	46															
Total.....	55	17	78	44	17	6	2	152	67	219	8,541	6,283	1,900	872	5	5	4	5	1	3	3	10,454	7,168	17,622	11,854	7,767	19,621			
Mindanao and Sulu:																														
Agusan.....																														
Bukidnon.....																														
Cotabato.....																														
Davao.....																														
Lanao.....																														
Sulu.....																														
Zamboanga.....																														
Grand total.....	58	18	89	51	18	7	1	2	6	174	76	250	9,448	6,517	1,957	887	5	5	3	4	10	1	27	3	11,450	7,417	18,867	12,897	8,028	20,925

¹ Central Luzon Agricultural School.

When compared with statistics for March, 1920, the figures in Table 9 show (1) an increase of 3,350 in the total number of teachers, (2) an increase of 3,304 in the number of Filipino provincial teachers, (3) an increase of 22 in the number of Filipino provincial teachers, (4) an increase of 50 in the number of Filipino Insular teachers, (5) a decrease of 26 in the number of American teachers, (6) an increase of 3,257 in the number of Filipino teachers (of all classes) assigned to elementary schools, (7) an increase of 59 in the number of Filipino Insular teachers assigned to secondary schools, (8) an increase of 5 in the number of American teachers assigned to secondary schools, (9) an increase of 38 in the number of Filipino supervising teachers, and (10) a decrease of 7 in the number of American supervising teachers.

The rate of increase in the total number of teachers was 19 per cent; in the number of Filipino provincial teachers, 21 per cent; in the number of Filipino provincial teachers, 10 per cent; in the number of Filipino Insular teachers, 3 per cent; in the number of Filipino teachers (of all classes) assigned to elementary schools, 20 per cent; in the number of Filipino Insular teachers assigned to secondary schools, 35 per cent; in the number of American teachers assigned to secondary schools, 2 per cent; in the number of Filipino supervising teachers, 10 per cent.

The rate of decrease in the total number of American teachers was 8 per cent; in the number of American supervising teachers, 24 per cent.

No. 10.—Attainments of Filipino Teachers

A table showing, by divisions and for the Islands, the scholastic attainments of all Filipino teachers employed during the school year 1920-21.

Division	Attainments					Examinations													
	Under Second Year	Percentage Under Second Year	Second Year	Third Year	Fourth Year	High-School Graduates	Philippine School of Arts and Trades Graduates	Philippine Normal School Graduates	A. B. University of the Philippines	High-School Teacher's Certificate	B. S. in Education, University of the Philippines	United States Normal Graduates	Bachelor's Degree, United States	All Others	Total	Qualified Any Teacher Examination of Junior Grade.	Qualified Senior Teacher Examination	Qualified Assistant Examination	
Normal School	2	9	159	3	4	114	13	5	5	13	1			3	23	123	4	4	
	96	11	1	148	60		2	213	15		4			1	836	8	24		
	1	13	1					1					1	2	3	12	3		
	44	27	68	28	2	12	1	7	2			1			164	12			
	241	41	176	64	17	70	2	16	2	2		2		2	594	24	3		
Nueva Vizcaya	71	44	56	20	6	4	1	1	1					1	160	6			
	303	47	193	60	7	50	5	21	4	4	1			7	651	22	4		
	14	47	3	3			4	4	2	2				1	30	3	5		
	106	49	80	19	4	3	1	2	1					1	217	5			
	253	51	113	56	18	30	1	19	3	1				3	497	21	3		
Batanes	21	53	12	3	1		1	2							40	1			
	238	53	88	39	10	50		17	1					2	445	18	3		
	237	54	128	27	5	27	2	11	1	3				1	442	13	4	1	
	679	55	282	91	19	110	1	34	2	4	2	1		6	1,231	35	5		
	145	55	48	23	6	21	2	14	1			3		1	264	12	1	1	
Iloilo	536	57	194	76	18	95	1	7	1	3	1	1		5	938	32	2		
	149	59	41	24	13	16	1	6	1					1	252	6	3		
	103	59	50	10	4	5		1			1			1	174	2	1		
	172	59	68	29	7	2		10	2					1	291	4	4		
	82	60	24	12	4	3	2	6	1		1		1		136	14	2		
Cagayan	288	61	106	22	5	38	1	13						2	475	18	1		
	95	61	52	4	2	3		15	2	1		1		4	157	11	3		
	350	61	116	44	12	31	2	1							588	18	1		
	88	62	35	15	1	2		7	1	1					142	13	1		
	310	63	100	25	10	23		7	1					3	490	13			

Sorsogon	252	63	86	37	6	10	4	2	4	401	10	2
Antique	229	64	75	20	6	14	9	4	4	357	10	3
Leyte	629	64	216	61	17	32	4	4	15	977	15	2
Marinduque	124	64	30	17	6	9	5	3	1	193	6	1
Pampanga	281	64	60	31	9	20	23	3	3	442	17	6
Zamboanga	164	64	51	16	5	12	1	8	1	257	3	1
Agusan	113	68	35	13	1	1	10	1	1	165	2	1
Bacolod	523	68	156	46	7	20	23	1	1	770	23	3
Bulacan	350	70	75	17	2	29	23	1	5	502	21	2
General Office	29	71	6	1	1	1	1	1	4	41	16	4
Laguna	393	71	48	24	5	55	3	15	1	552	16	4
Oriental Negros	314	71	71	17	5	17	3	2	1	442	16	4
Romblon	133	71	18	20	3	6	1	1	1	188	5	1
Cebu	824	72	182	51	19	43	10	2	2	1,139	22	5
Mindoro	123	72	19	6	2	5	1	10	2	171	3	2
Sulu	122	72	30	12	1	2	1	1	1	169	9	4
Rizal	335	73	37	28	4	15	3	28	4	463	10	1
Tayabas	468	73	57	33	15	48	2	13	1	640	10	1
Bukidnon	103	74	23	3	2	6	6	3	1	140	1	2
Capiz	454	74	72	31	6	32	3	9	3	613	15	2
Cavite	300	74	34	25	5	18	2	17	1	405	11	2
Surigao	185	75	32	9	8	4	3	6	1	246	5	3
Batangas	398	77	51	26	3	14	3	12	3	517	23	3
Occidental Negros	504	78	72	23	13	22	1	4	2	644	17	2
Misamis	322	82	36	17	7	5	1	3	2	394	8	1
Samar	442	82	54	18	3	6	4	6	4	537	12	6
Total	12,748	62	3,819	1,447	395	1,164	87	670	74	20,610	696	131
												8

¹ Central Luzon Agricultural School.

When compared with statistics for the school year 1919-20, these figures show (1) a decrease of 2 in the percentage of Filipino teachers of attainments under the second year, (2) a slight increase in the percentage of Filipino teachers who are high-school graduates, and (3) a slight decrease in the percentage of Filipino teachers who are Philippine Normal School graduates.

No. 11.—Average Monthly Salaries of Filipino Municipal Teachers

A table showing, by divisions and for the Islands, the number of municipal teachers, regular and temporary, and their average monthly salaries, March, 1921.

Division	Regular		Temporary		Total	
	Number of Teachers	Average Salary	Number of Teachers	Average Salary	Number of Teachers	Average Salary
Manila.....	318	81.32	459	59.13	777	68.19
Abra.....	101	36.91	47	35.79	148	36.55
Albay.....	285	37.22	176	29.87	461	33.98
Antique.....	177	38.85	152	36.58	329	37.80
Bataan.....	105	42.98	13	38.15	118	45.54
Batanes.....	16	33.44	18	31.97	34	32.66
Batangas.....	355	38.64	128	31.80	483	36.83
Bohol.....	506	43.23	207	36.50	713	41.26
Bulacan.....	313	41.44	143	32.77	456	38.72
Cagayan.....	226	39.71	213	33.47	439	36.64
Camarines.....	396	45.51	9	40.33	405	45.40
Capiz.....	361	37.90	217	32.82	578	35.99
Cavite.....	263	37.72	112	34.84	375	36.86
Cebu.....	801	42.18	272	34.86	1,073	40.32
Ilocos Norte.....	427	36.61	189	33.04	616	35.52
Ilocos Sur.....	322	40.87	228	35.27	550	38.55
Iloilo.....	790	43.72	88	35.90	878	42.94
Isabela.....	163	42.58	65	35.59	228	40.59
Laguna.....	338	45.00	182	38.34	520	42.67
Leyte.....	378	42.53	540	34.61	918	37.87
Marinduque.....	142	43.48	39	41.23	181	42.99
Mindoro.....	114	34.13	35	37.49	149	34.65
Misamis.....	254	37.82	117	35.07	371	36.95
Mountain.....	217	49.44	65	45.45	282	48.52
Nueva Ecija.....	278	45.38	279	40.79	557	43.08
Nueva Vizcaya.....	78	35.67	73	35.38	151	35.59
Occidental Negros.....	389	44.38	208	41.61	597	43.41
Oriental Negros.....	395	42.46	11	55.91	406	42.82
Palawan.....	82	39.96	32	33.00	114	38.00
Pampanga.....	308	56.09	87	44.14	395	53.46
Pangasinan.....	726	40.27	419	34.74	1,145	38.33
Rizal.....	429	40.42	2	50.00	431	40.46
Romblon.....	46	40.72	124	36.14	170	37.38
Samar.....	343	39.78	144	36.82	487	38.90
Sorsogon.....	204	48.00	166	37.33	370	43.24
Surigao.....	168	38.55	50	41.27	218	39.17
Tarlac.....	350	37.89	65	32.68	415	37.09
Tayabas.....	523	46.22	84	41.26	607	45.54
Union.....	354	41.17	108	36.75	462	40.13
Zambales.....	140	36.29	94	30.19	234	33.84
Total.....	12,181	42.89	5,660	37.71	17,841	41.25

No. 11.—*Average Monthly Salaries of Filipino Municipal Teachers—Continued*

Division	Regular		Temporary		Total	
	Number of Teachers	Average Salary	Number of Teachers	Average Salary	Number of Teachers	Average Salary
Mindanao and Sulu:						
Agusan	127	47.20	38	40.39	165	45.63
Bukidnon	60	66.67	80	47.75	140	55.86
Cotabato	171	47.79	1	30.00	172	47.47
Davao	207	49.07	10	30.30	217	48.20
Lanao	145	51.14	12	34.58	157	49.88
Sulu	142	52.60	27	38.56	169	50.35
Zamboanga	204	45.80	52	38.46	256	44.31
Grand total	13,237	43.44	5,880	37.85	19,117	41.72

When compared with statistics for March, 1920, these figures show (1) an increase of ₱4.23 in the average monthly salary of regular Filipino municipal teachers, (2) an increase of ₱2.44 in the average monthly salary of temporary Filipino municipal teachers, and (3) an increase of ₱3.86 in the average monthly salary of all Filipino municipal teachers, both regular and temporary.

The rate of increase in the average monthly salary of regular Filipino municipal teachers was 11 per cent; in the average monthly salary of temporary municipal teachers, 7 per cent; in the average monthly salary of all Filipino municipal teachers, both regular and temporary, 10 per cent.

No. 12.—Percentages of Filipino Municipal Teachers Receiving Certain Monthly Salaries

A table showing, by divisions and for the Islands, the percentages of Filipino municipal teachers receiving certain salaries as fixed by 1922 budgets.

Division	Per Cent Receiving \$40 or More	Less than \$40		\$40 to \$44.99		\$45 to \$49.99		\$50 to \$54.99		\$55 to \$59.99		\$60 to \$64.99		\$65 to \$69.99		\$70 and More		Total Num-ber of Filipino Municipal Teachers
		Num-ber of Teach-ers	Per-cent-Teach-age	Num-ber of Teach-ers	Per-cent-Teach-age	Num-ber of Teach-ers	Per-cent-Teach-age	Num-ber of Teach-ers	Per-cent-Teach-age	Num-ber of Teach-ers	Per-cent-Teach-age	Num-ber of Teach-ers	Per-cent-Teach-age	Num-ber of Teach-ers	Per-cent-Teach-age	Num-ber of Teach-ers	Per-cent-Teach-age	
Manila.....	100			83	58.0	31	21.7	14	9.8	11	7.7	5	.6	4	.5	865	98.9	874
Bataan.....	100			92	98.6	128	39.7	40	12.4	30	9.3	17	5.3	3	2.1	1	1.9	143
Mountain.....	100	1	.3	92	98.6	128	39.7	40	12.4	30	9.3	17	5.3	3	2.1	6	1.9	322
Nueva Ecija.....	100			456	72.4	151	8.1	41	6.5	25	4.0	33	5.2	11	1.7	13	2.1	630
Occidental Negros.....	100			415	63.2	124	19.5	59	9.3	22	3.5	9	1.4	5	.8	2	.3	636
Palawan.....	100			102	63.4	43	26.7	10	6.2	4	2.5	2	1.2					161
Tayabas.....	100			227	85.6	139	28.4	131	19.7	47	7.1	28	4.2	18	2.7	15	2.3	665
Union.....	100			355	71.2	81	16.9	30	6.0	27	5.4	4	.8			2	2.4	499
Bukidnon.....	99	2	1.3	43	28.9	25	16.8	25	16.8	11	7.4	22	14.8	7	4.7	30	20.1	149
Sulu.....	99	2	1.0	5	2.6	63	33.7	43	22.3	24	12.8	15	7.8	19	9.9	20	9.9	133
Davao.....	97	5	2.5	22	11.1	38	19.2	56	28.3	36	18.2	22	11.1	4	2.0	15	7.6	198
Camarines.....	94	25	4.9	182	37.3	142	28.0	70	14.0	43	8.5	21	4.2	9	1.8	5	5.8	507
Agusan.....	93	13	7.4	68	38.9	42	27.7	15	8.6	13	6.3	6	3.2	2	1.1	8	4.6	175
Lanao.....	90	17	8.4	20	11.2	76	27.6	40	20.9	19	10.9	9	4.6	3	1.7	8	4.6	174
Pampanga.....	88	55	12.3	54	12.0	72	16.6	98	21.8	90	20.1	36	8.0	34	7.6	10	2.2	449
Cotabato.....	82	44	18.3	38	15.8	76	31.6	49	20.3	9	3.7	7	2.9	2	.8	16	6.6	241
Rizal.....	81	106	13.3	244	44.4	73	13.3	43	7.8	34	6.2	21	3.8	10	1.8	19	3.4	550
Oriental Negros.....	76	125	23.6	257	55.9	59	11.2	25	4.7	16	3.0	27	5.1	13	2.4	8	1.5	590
Batangas.....	71	196	23.4	232	32.9	138	20.7	60	9.7	24	3.6	16	2.1	8	1.2	8	1.2	687
Laguna.....	67	199	32.5	187	30.5	84	13.7	61	9.9	43	7.0	22	3.6	6	1.0	11	1.8	613
Zamboanga.....	67	88	32.6	52	19.3	40	14.8	42	15.6	19	7.0	10	3.7	9	3.3	10	3.7	270
Albay.....	66	183	34.0	104	18.3	107	13.9	70	13.0	42	7.8	20	3.7	4	.8	8	1.5	538
Iloilo.....	62	381	38.0	330	32.6	171	10.0	77	7.6	54	5.4	28	2.8	20	2.0	14	1.4	1,005
Mindoro.....	59	80	41.4	80	11.4	20	10.4	10	5.2	2	1.6							138
Isabela.....	57	109	42.6	61	28.8	39	15.2	28	11.0	7	2.7	8	3.1	2	.8	2	.8	256
Ilocos Sur.....	55	276	45.0	157	25.6	62	10.1	57	9.3	43	7.0	13	2.2	1	.2	4	.6	613
Sorsogon.....	55	200	45.4	185	18.3	55	12.5	45	10.2	18	4.1	17	3.3	7	1.6	14	3.1	441
Bulacan.....	54	242	45.6	138	26.0	83	15.9	4	7.3	24	4.5	3	.6					531
Abra.....	50	76	50.3	8	5.3	2	1.3		1.3									151
Cebu.....	47	768	52.7	306	21.0	163	11.3	100	6.9	61	4.2	31	2.1	14	1.0	11	.8	1,456

Samar.....	47	340	53.0	198	30.9	51	7.9	27	4.2	15	2.3	8	1.2	1	.2	2	.3	642
Leyte.....	46	326	54.3	239	24.7	101	10.4	75	7.8	15	1.6	9	.9	2	.2	1	.1	988
Davao.....	42	235	57.5	64	15.7	46	11.2	23	6.8	19	4.6	8	2.0	6	1.5	3	.7	409
Pangasinan.....	41	257	59.0	297	23.0	111	8.5	46	4.0	35	3.0	32	2.0	4	.3	3	.2	1,285
Tarlac.....	41	282	55.9	77	16.1	39	8.1	56	11.7	11	2.3	8	1.7			6	1.2	479
Nueva Vizcaya.....	40	70	60.0	23	25.0	12	10.0	5	4.0	2	1.0							117
Zambales.....	38	151	62.2	40	15.4	28	10.8	16	6.2	4	1.5	7	2.7	2	.8	1	.4	259
Antique.....	36	269	64.2	103	24.6	24	5.7	17	4.1	2	.5	1	.2	2	.5	1	.2	419
Cagayan.....	31	358	67.0	99	18.5	40	7.5	34	6.4	1	.2	1	.2	1	.2			534
Romblon.....	29	131	71.2	30	16.3	13	7.1	6	3.3	2	1.1	1	.5			1	.5	184
Batanes.....	28	27	71.1	9	23.7	1	2.6	1	2.6									38
Capiz.....	28	487	72.3	92	13.7	45	6.7	21	3.1	16	2.4	6	.9	2	.3	4	.6	673
Surigao.....	25	183	72.5	29	12.5	12	5.2	8	3.4			1	.4					233
Misamis.....	23	358	76.6	89	18.1	13	2.8	6	5.2	1	.2							467
Ilocos Norte.....	22	502	78.0	38	5.9	52	8.1	14	5.2	14	2.2	7	1.1	2	.3	14	2.2	643
Bohol.....	19	697	80.8	134	15.5	26	3.1	4	5	1	.1							862
Marinduque.....	19	127	80.9	14	8.9	4	2.6	9	5.7	3	1.9							157
Total.....	61	8,703	39.2	5,020	27.1	2,835	12.8	1,755	7.9	938	4.2	541	2.5	245	1.1	1,162	5.2	22,199

The data below show the improvement in the salaries of municipal teachers between January, 1921, and January, 1922:

Percentage of teachers receiving—	January, 1922	January, 1921
Less than ₱40.....	39.2	44.6
₱40 to ₱44.99.....	27.1	26.8
₱45 to ₱49.99.....	12.8	11.4
₱50 to ₱54.99.....	7.9	7.6
₱55 and more.....	13.0	9.6

In January, 1922, 6 divisions reported ₱40 a month as the minimum salary for municipal teachers.

No. 13.—*Libraries*

A table showing, by divisions and for the Islands, the number of schools, the number of schools with libraries, the number of books and pamphlets contained in them, the number of newspaper and magazine subscriptions, and the number of persons using the libraries, 1921.

Division	Number of Schools			Number of Libraries			Number of Books December 31, 1921			
	Elementary		Second- ary	Elementary		Second- ary	Total		Total	Total
	Central	Barrio		Central	Barrio		Central	Barrio		
Manila.....	41		4	33		4	37		10,563	33,911
Abra.....	26	60	2	17		2	24	111	2,934	4,441
Albay.....	48	156	2	23	3	2	28	136	4,009	6,962
Antique.....	28	91	1	13	46	1	60	920	2,240	7,655
Bataan.....	20	22	1	13	8	2	23	194	2,043	5,068
Batanes.....	11	5	1	6		1	7		35	909
Batangas.....	46	130	2	25	20	2	47	387	3,293	9,694
Bohol.....	69	241	1	38	25	1	64	9,820	2,097	12,077
Bulacan.....	45	158	1	204	46	1	73	580	2,587	10,808
Cagayan.....	47	155	1	24	19	1	44	384	1,726	7,268
Camarines.....	64	139	2	39	20	2	61	4,630	1,974	6,987
Capiz.....	53	166	1	34	80	1	115	1,468	1,850	9,493
Cavite.....	36	47	3	24	21	2	77	7,345	2,587	10,298
Cebu.....	97	369	1	56	22	1	49	12,839	2,539	16,717
C. L. A. S. ¹	1		1			1	1		565	565
Ilocos Norte.....	37	175	3	18	28	3	49	5,694	6,039	12,173
Ilocos Sur.....	58	167	3	32	58	3	93	14,255	5,739	21,730
Isabela.....	68	259	1	35	109	1	145	5,286	6,577	23,404
Laguna.....	22	80	1	20	65	1	86	3,389	5,322	17,425
Leyte.....	52	68	1	29	13	1	43	14,867	2,173	17,425
Luzon.....	75	309	3	46	46	3	95	10,030	3,263	14,229
Marinduque.....	12	51	1	6	18	3	25	1,218	1,017	2,508
Mindoro.....	31	63	1	16	15	1	32	2,153	3,653	3,653
Misamis.....	31	141	1	19	33	1	53	3,078	1,281	5,900
Mountain.....	45	112	2	21	9	2	32	1,382	1,269	2,927
Nueva Ecija.....	51	182	1	23	44	1	78	5,961	784	8,485
Nueva Vizcaya.....	20	23	2	13	22	2	37	1,725	1,719	3,629
Occidental Negros.....	51	137	1	24	24	1	49	8,137	2,399	11,238
Oriental Negros.....	46	142	2	19	6	2	27	1,820	1,175	3,125
Palawan.....	20	84	1	13	6	1	20	1,383	170	2,716

Pampanga.....	45	95	2	142	24	7	2	33	6,406	405	3,195	9,986
Pangasinan.....	87	352	2	441	48	64	1	113	28,978	1,318	4,633	34,977
Rizal.....	55	80	1	136	27	9	1	37	6,260	222	2,265	8,871
Romblon.....	16	50	1	67	10	12	1	23	1,122	1,203	2,982	2,996
Samar.....	62	195	2	259	36	60	2	98	5,234	1,550	1,550	7,987
Sorsogon.....	41	144	2	187	24	2	2	28	3,195	32	1,830	5,057
Surigao.....	25	112	1	138	16	40	1	57	2,053	675	1,368	4,126
Tarlac.....	34	128	1	163	23	99	1	123	4,572	1,723	1,723	8,142
Tayabas.....	55	133	1	189	23	16	1	45	3,209	375	2,921	12,505
Union.....	35	78	2	115	18	48	2	68	9,407	1,865	2,264	13,536
Zambales.....	29	49	1	79	17	5	1	23	2,838	163	1,268	4,269
Normal School.....	2		1	3			2	2			5,550	5,550
Trade School.....	1		1	2			1	1			2,620	2,620
Nautical School.....			1	1								
Total.....	1,738	5,148	67	6,953	986	1,173	66	2,225	261,312	28,516	111,171	400,999
Mindanao and Sulu:												
Agusan.....	17	71	1	89	7		1	8	887		269	1,156
Bukidnon.....	6	76	1	83	4	2	1	7	278	24	75	1,377
Cotabato.....	3	131		134	3			3	632			632
Davao.....	13	116		129	3	3		8	301	304		605
Lanao.....	4	79	1	84	3	1	1	5	385	19	379	783
Sulu.....	4	67	1	72			1	1				440
Zamboanga.....	9	105	1	115	3	15	1	19	197	408	1,443	2,048
Grand total.....	1,794	5,793	72	7,659	1,011	1,194	71	2,276	263,992	29,271	113,777	407,040

¹ Central Luzon Agricultural School.

No. 13.—Libraries—Continued

Division	Number of Pamphlets December 31, 1921			Total Number of Books and Pamphlets			Number of Books Acquired in 1921		
	Elementary		Second- ary	Elementary		Second- ary	Elementary		Total
	Central	Barrio		Central	Barrio		Central	Barrio	
Manila	1,510		1,025	2,535			3,447		5,337
Abra	73		246	319			15		388
Albay	1,286	5	326	1,617	111	11,588	308		373
Antique	471	15	645	1,131	141	4,335	1,120	32	2,461
Bataan	980	16	78	1,074	210	2,885	1,244	53	265
Batanes	97		31	128		66	174		499
Batangas	9,811		1,882	11,693			296		174
Bohol	2,072	27	41	2,140	387	5,175	2,650	63	138
Bulacan	1,512	105	274	1,891	685	2,138	402	59	31
Cagayan	1,902	102	779	2,783	486	2,861	782	86	58
Camarines	1,298	49	124	1,471		2,505	10,051	16	546
Capiz	1,540	314	320	2,174	432	2,098	942	165	274
Cavite	2,048	1	61	2,110	1,782	2,170	1,578	84	38
Cebu	4,023	94	120	4,237	367	2,408	857	4	537
C. L. A. S. ¹			978	978	1,433	2,659	1,578	420	2,074
Ilocos Norte	1,257	164	1,366	2,787		1,543			48
Ilocos Sur	732	55	119	936	604	7,405	188	266	681
Iloilo	1,678	821	384	2,883	1,741	5,338	516	406	1,418
Isabela	1,912	1,112	367	2,391	6,107	6,761	2,068	496	6,335
Laguna	1,346		730	2,076	2,064	1,408	2,546	163	682
Leyte	1,538	50	1,325	2,913	385	2,903			2,831
Marinduque	302		43	345	986	4,538	878	251	1,253
Mindoro	701	71	340	1,112	1,320	1,600	160	133	293
Misamis	171	57	144	372	2,854	1,823	365	60	470
Mountain	124		940	1,064	1,598	1,425	206	91	450
Nueva Ecija	448		377	862	276	2,209	56	20	280
Nueva Vizcaya	264	37	373	895	6,400	2,117	1,813	213	2,185
Occidental Negros	798	18	373	916	1,980	2,092	1,130	43	294
Oriental Negros	706	8	11	816	8,935	2,409	1,114	177	3,690
Palawan	261	24	232	982	700	1,407	1,187	63	278
Pampanga	1,227	61	102	424	1,644	1,265	360	61	451
Pangasinan	1,927	24	796	2,047	7,633	3,981	502	49	617
Rizal	2,987	1	166	3,124	31,935	4,789	2,518	484	3,574
	1,616	38	150	1,804	7,876	2,445	2,532	57	299

Romblon	793	10	76	879	1,915	232	1,058	3,205	344	7	64	415
Samar	1,370	420	567	2,357	6,604	1,623	2,117	10,344	1,327	250	136	1,772
Sorsogon	390	2	102	494	3,585	34	1,332	5,551	338		156	494
Surigao	332	27	198	557	2,417	702	1,564	4,683	260	51	28	339
Tarlac	605	106	23	734	5,177	1,829	1,870	8,876	436	75	205	716
Tayabas	779		220	999	9,988	375	3,141	13,504	1,277	82	295	1,654
Union	746	185	425	1,356	10,153	2,050	2,689	14,892	1,041	286	193	1,520
Zambales	508	3	351	862	3,346	166	1,619	5,131	304	88	45	437
Normal School			1,386	1,386			6,936	2,745			1,574	1,574
Trade School			125	125			2,745				81	81
Nautical School												
Total	51,244	4,022	18,197	73,463	312,556	32,538	129,368	474,462	33,264	6,448	15,350	55,562
Mindanao and Sulu:												
Agusan	919		50	969	1,806		319	2,125	109		62	171
Bukidnon					278	24	75	377	67			67
Cotabato	218			218	850			850	409			409
Davao	61	30		91	362	334		696	71			71
Lanao	85	1		86	470	20	379	869	33	19	269	321
Sulu			28	28			468	468				
Zamboanga		4	130	134	197	412	1,573	2,182	27	188	24	239
Grand total	52,527	4,057	18,405	74,989	316,519	33,328	132,182	482,029	33,980	6,655	16,205	56,840

¹ Central Luzon Agricultural School.

Rizal	204	11	215	107	4	3	114	61	10	1	72	15	3	12	30
Romblon	---	11	11	95	31	2	128	8	1	2	11	79	96	6	181
Samar	141	35	176	128	29	6	168	90	52	4	146	59	9	20	88
Sorsogon	4	79	83	28	1	5	29	32	---	3	35	18	---	18	36
Surigao	569	40	609	47	59	12	118	4	---	7	11	10	30	16	56
Tarlac	406	---	406	20	7	4	31	18	25	3	46	40	52	32	124
Tayabas	---	169	169	45	3	6	54	40	3	3	46	22	1	18	41
Union	100	21	121	153	23	6	182	3	6	6	15	20	15	13	48
Zambales	---	379	379	50	5	9	64	11	1	2	14	22	9	8	39
Normal School	---	---	---	---	---	6	6	---	---	17	17	---	---	41	41
Trade School	---	---	---	---	---	3	3	---	---	6	6	---	---	29	29
Nautical School	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Total	14,508	381	2,926	17,815	3,109	817	267	4,193	1,222	437	1,893	906	431	624	1,961
Mindanao and Sulu:	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Agusan	---	---	---	7	13	---	---	20	---	1	1	---	---	1	1
Bukidnon	67	---	---	---	---	---	---	---	---	---	---	---	---	2	2
Cotabato	40	---	---	1	---	---	---	1	---	---	7	9	---	9	9
Davao	---	---	---	4	16	---	---	20	3	---	5	2	2	---	4
Lanao	---	---	---	5	---	1	6	6	---	---	---	---	---	---	---
Sulu	---	---	---	---	---	3	3	3	---	4	4	---	---	---	---
Zamboanga	---	---	---	2	2	1	5	3	1	2	6	2	---	11	13
Grand total	14,615	381	2,926	17,922	3,128	848	272	4,248	1,234	441	1,916	919	433	638	1,990

¹ Central Luzon Agricultural School.

No. 13.—*Libraries—Continued*

Division	Total Newspaper and Magazine Subscriptions			Number of Persons Using the Libraries				Number of Libraries Used by the People of School Communities			
	Elementary		Second-ary	Teachers and Pupils		Total	All Others	Elementary		Second-ary	Total
	Central	Barrio		Central	Barrio			Central	Barrio		
Manila.....	234	72	306	28,658	3,012	31,670	15	15	2	60	75
Abra.....	110	41	151	1,302	160	1,462	175	175	58	31	1
Albay.....	117	24	141	8,500	978	9,478	220	220	7	2	2
Antique.....	483	156	639	3,238	3,238	6,476	891	891	1,000	12	1,903
Bataan.....	28	8	36	4,255	571	4,826	34	34	75	28	1
Batanes.....	6	3	9	744	30	774	50	50	4	10	50
Batangas.....	34	41	75	9,482	2,449	11,931	273	273	23	3	283
Bohol.....	200	32	232	10,919	634	11,553	330	330	1	1	24
Bulacan.....	118	81	199	8,432	1,132	9,564	235	235	6	1	7
Cagayan.....	132	13	145	5,529	1,348	6,877	80	80	17	1	7
Camarines.....	140	11	151	12,996	1,361	14,357	150	150	3	2	5
Capiz.....	208	130	338	12,343	3,917	16,260	1,084	1,084	39	23	62
Cavite.....	30	4	34	3,579	1,540	5,119	207	207	2	2	3
Cebu.....	323	69	392	15,483	1,827	17,310	427	427	21	3	24
C. L. A. S.¹		9	9		765	765					
Ilocos Norte.....	131	15	146	13,140	2,843	15,983	1,001	1,001	9	15	9
Ilocos Sur.....	77	34	111	7,989	3,672	11,661	297	297	25	11	68
Iloilo.....	158	140	298	15,006	1,843	16,849	577	577	40	8	68
Isabela.....	65	51	116	5,163	3,131	8,294	382	382	11	10	25
Laguna.....	84	6	90	11,172	587	11,759	387	387	41	1	53
Leyte.....	276	141	417	10,028	3,691	13,719	140	140	20	7	27
Marinduque.....	20	1	21	2,497	1,744	4,241	68	68	15	5	20
Mindoro.....	41	15	56	3,100	849	3,949	10	10	7	1	1
Misamis.....	89	34	123	3,861	1,994	5,855	105	105	4	1	8
Mountain.....	29	27	56	2,514	1,504	4,018	23	23	120	4	8
Nueva Ecija.....	491	177	668	10,256	3,011	13,267	35	35	27	1	1
Nueva Vizcaya.....	17	17	34	2,737	688	3,425	29	29	35	2	7
Occidental Negros.....	113	1	114	10,617	1,625	12,242	125	125	12	4	17
Oriental Negros.....	33	9	42	3,560	288	3,848	68	68	1	1	3
Palawan.....	68	44	112	1,604	752	2,356	95	95	3	3	3
Pampanga.....	119	14	133	12,045	1,487	13,532	29	29	31	2	2
Pangasinan.....	47	49	96	24,969	4,178	29,147	186	186	3	3	3
Rizal.....	183	17	200	7,949	579	8,528	230	230	4	8	4

Romblon	182	128	10	320	2,387	615	416	3,418	19	8	27	2	1	3
Samar	277	90	30	397	15,287	2,857	873	18,997	396	70	477	17	4	22
Sorsogon	73	1	26	100	6,368	78	744	7,190	208	12	220	3		3
Surigao	61	80	35	185	3,463	1,365	366	15,194	19		27	2		2
Tarlac	73	84	39	201	9,110	6,761	15,871	15,871	87	46	133	6	9	15
Tayabas	107	7	27	141	11,351	837	520	12,708	406	42	478	3		3
Union	176	44	25	245	12,166	7,737	932	20,835	109	19	128	7	5	12
Zambales	83	15	19	117	5,449	489	344	6,282	166		169	4		4
Normal School			64	64			1,882	1,882						1
Trade School			38	38			700	700						1
Nautical School														
Total	5,237	1,685	1,125	8,047	345,677	83,277	34,030	462,984	10,247	2,761	13,619	349	191	565
Mindanao and Sulu:														
Agusan	7	13	2	22	996		600	1,596	72		72			
Bukidnon			2	17	979	210	236	1,425						
Cotabato	17			29	378			378						
Davao	8	21		29	501	975		1,476		2	2			1
Lanao	5		1	6	630	101	236	967	69		69	1		
Sulu			7	7			838	838						1
Zamboanga	7	3	14	24	1,008	1,519	560	3,087	20		22	1		
Grand total	5,281	1,722	1,151	8,154	350,169	86,082	36,500	472,751	10,408	2,763	13,784	351	191	567

¹ Central Luzon Agricultural School.

When compared with statistics for the previous year, the figures in Table 13 show (1) an increase of 216 in the number of school libraries, (2) an increase of 59,562 in the total number of books and pamphlets in school libraries, (3) an increase of 2,111 in the number of school-library newspaper subscriptions, (4) an increase of 388 in the number of school-library magazine subscriptions, (5) an increase of 94,375 in the number of teachers and pupils reading school-library books, (6) an increase of 1,043 in the number of outsiders using school libraries, and (7) an increase of 167 in the number of school libraries open to the people of school communities.

The rate of increase in the number of school libraries was 11 per cent; in the number of books and pamphlets in school libraries, 14 per cent; in the number of school-library newspaper subscriptions, 99 per cent; in the number of school-library magazine subscriptions, 11 per cent; in the number of teachers and pupils reading school-library books, 25 per cent; in the number of outsiders using school libraries, 8 per cent; in the number of school libraries open to the people of school communities, 42 per cent.

No. 14.—*Agricultural Schools*

A table showing the names and the locations of agricultural schools, the number of teachers, the total annual enrollment, the area of land owned and cultivated, the number of animals, and the value of products at agricultural schools, for the school year 1920-21.

Name and Location of School	Teachers		Total Annual Enrollment		Area of Farm in Hectares		Number of Animals						Value of School Products				Value of Products from Home Projects	Total Value of Products from School and Home Projects
	American	Philipino			Cultivated	Total	Carabao	Horses	Work Cattle	Other Cattle	Hogs	Poultry	Animals	Vegetables	Field Crops	Fruits	Others	
Aborlan Agricultural School, Aborlan, Palawan.....		6	194	12	199	9				25		255	584.20	2,179.11	2,209.39	607.90	886.87	6,298.72
Baybay Agricultural School, Baybay, Leyte.....																		
Bukidnon Agricultural School, Malaybalay, Bukidnon.....		5	164	50	724	8	4	21	37	30	42		573.20	278.75	1,534.40	117.19		2,508.54
Bunauan Agricultural School, Bunauan, Agusan.....		6	121	13	42	8				19	18		629.93	448.66	5,071.87	375.95		6,526.41
Camarines Agricultural School, Pili, Camarines.....		4	42	40	661	26			20	2	71		286.25	303.43	585.00	284.67	22.00	1,980.17
Catarman Agricultural School, Catarman, Samar.....	1	5	188	56	252	16			39	86	349		2,824.00	450.00	8,302.00	65.00		12,544.00
Central Luzon Agricultural School, Muñoz, Nueva Ecija.....	9	8	967	198	658	97		6	7	17	2,000		6,000.00	114.80	40,000.00	6.36		48,209.10
Lagangilang Agricultural School, Lagangilang, Abra.....		6	131	52	62	23		3	14	10	72		3,801.33	424.20	4,125.92	729.81	629.40	9,816.93
Lapak Agricultural School, Siasi, Sulu.....		5	65	23	230	9	3	9	40		140		1,980.00		673.86	23.30		2,677.16
Lumbatan Agricultural School, Lumbatan, Lanao.....		6	143	40	121	4	1	7	20		57		113.01	637.90	4,764.45	908.90		6,424.26
Mampising Agricultural School, Mampising, Davao.....		3	46	14	110	5				4	38		196.20	706.80	2,226.82	898.75		4,028.57
Pampanga Agricultural School, Magalan, Pampanga.....		5	69	45	576	12	1	4		1				200.00	1,600.00	2.00	150.00	3,007.00
Piang Agricultural School, Kudurungan, Cotabato.....		2	156	22	34	4		1			192			280.64	840.41	519.34	114.42	1,734.81

Trinidad Agricultural School, Baguio, Mountain Province	3	12	261	130	1,475	23	15	13	118	59	582	1,351.00	15,544.00	2,500.00	54.00	2,103.00	1,658.00	23,210.00
Union Agricultural School, Rosario, La Union																		
Total	13	73	2,548	695	5,144	244	24	64	320	228	3,816	18,139.12	21,548.29	74,434.12	4,593.17	3,405.69	6,835.28	128,955.67

1 The development of this school has been retarded by difficulties incident to getting possession of the land desired.

When compared with statistics for the school year 1919-20, these figures show (1) an increase of 5 in the number of teachers in agricultural schools, (2) an increase of 262 in the number of pupils enrolled in agricultural schools, and (3) an increase of 162 in the total number of hectares cultivated at agricultural schools.

The rate of increase in the number of teachers in agricultural schools was 6 per cent; in the number of pupils enrolled in agricultural schools, 11 per cent; in the total number of hectares cultivated at agricultural schools, 30 per cent.

An agricultural school is a boarding school located on a large farm where pupils are subsisted in part by the Government.

No. 15.—*Farm Schools*

A table showing the names and the locations of farm schools, the number of teachers, the total annual enrolment, the number of hectares of land owned and cultivated, the number of animals, and the value of products at farm schools, for the school year 1920-21.

Name and Location of School	Total Annual Enrollment		Area of Site in Hectares		Number of Animals							Value of School Products							Value of Products from School and Home Projects	Total Value of Products
	Male	Female	Total	Cultivated	Total	Carabaos	Horses	Work Cattle	Other Cattle	Hogs	Poultry	Animals	Vegetables	Field Crops	Fruits	Others	Total			
Batac Farm School, Batac, Ilocos Norte	6	153	153	12	18	1			2	1	15	216	P333.46	P205.74	P2,010.49	P44.97	P23.85	P2,618.51	P1,554.02	P4,172.53
Batangas Farm School, Batangas, Batangas	5	117	117	15	15			3		83	189	962.00	715.84	2,620.00	323.74	106.71	4,728.29	2,248.90	6,972.19	
Bilar Farm School, Bilar, Bohol	6	83	147	14	22	6		2		8	231	1,608.10	569.50	920.20	28.80	7.00	3,133.60	248.33	3,381.93	
Capiz Farm School, Banga, Capiz	3	79	44	123	14	4				6	60	321.82	88.17	2,269.63	53.00		2,732.62	544.00	3,276.62	
Catanuanes Farm School, Virac, Albay	3	141	141	4	11	2	1				13		628.94	70.00	10.00	438.00	1,146.94		1,146.94	
Guinobatan Farm School, Guinobatan, Albay	7	107	77	134	12	13	6			3	70	770.00	2,231.00	3,023.00	107.98	50.00	6,181.98	2,300.00	8,481.98	
Iba Farm School, Iba, Zamboales	6	88	86	174	8	12	11			41	488	1,570.00	2,893.00	1,756.00	63.00	2,040.00	8,322.00	2,889.06	11,211.06	
Indang Farm School, Indang, Cavite	7	105	42	147	9	9		2		3	200	590.00	1,505.00	616.62	294.61	19.21	3,025.44	5,684.60	8,710.04	
Isabela Farm School, Cabagan, Isabela	7	164	114	278	11	11	2	1		7	202	404.00	200.00	1,500.93	150.00	69.00	2,323.93	2,191.30	4,515.23	
Nueva Vizcaya Farm School, Nueva Vizcaya	6	173	173	21	79	11				19	44	269.00	893.00	2,742.00	811.00	1,375.00	6,090.00	2,187.00	8,277.00	
Odiangan Farm School, Odiangan, Romblon	7	86	55	141	15	40	14	2		12	352	613.75	118.85	615.30				353.25	1,701.15	
San Carlos Farm School, San Carlos, Pangasinan	13	191	145	336	9	13	1	1	2	13	644	653.67	1,392.49	2,082.48	27.40	2,671.06	6,827.10	3,162.37	9,989.47	

Santa Maria Farm School,	10	210	165	375	22	26	10	2	24	351	1,027.50	1,900.85	2,045.00	59.15	5,022.50	559.15	5,591.65
Santa Maria, Ilocos Sur	86	1,697	792	2,489	166	285	68	4	13	235	9,123.30	13,342.38	22,271.65	1,914.50	53,510.81	23,916.98	77,427.79
Total																	

When compared with statistics for the school year 1919-20, these figures show (1) an increase of 8 in the number of teachers in farm schools, (2) an increase of 282 in the number of pupils enrolled in farm schools, and (3) an increase of 29 in the total number of hectares cultivated at farm schools.

The rate of increase in the number of teachers in farm schools was 8 per cent; in the number of pupils enrolled in farm schools, 13 per cent; in the total number of hectares cultivated at farm schools, 21 per cent.

A farm school is a day school having facilities for the teaching of practical farming to boys and housekeeping and household arts to girls.

A table showing the number of settlement farm schools, the number of owned and cultivated, the number of animals, and the value of products

Division	Number of Schools	Teachers		Total Annual Enrolment			Area of Site in Hectares		Number of Animals					
		American	Filipino	Male	Female	Total	Cultivated	Total	Carabaos	Horses	Work Cattle	Other Cattle	Hogs	Poultry
Agusan	58		100	2,640	2,069	4,709	225	897	16				104	1,051
Albay	1		2	49	33	82	1	3	1					84
Antique	1		4	64	32	96	3	40	1		1			
Bukidnon	79		127	4,666	2,809	7,475	530	1,159	5	4	9		9	278
Cotabato	19		45	1,392	303	1,695	106	1,418	22	3	16		25	488
Davao	62	3	101	2,815	1,000	3,815	207	1,350	24		16		45	1,373
Lanao	16		44	1,435	205	1,640	113	176	4		7			107
Mountain	6		19	469	136	605	25	74	13				39	274
Nueva Ecija	1		2	23	17	40	2	62	2					46
Nueva Vizcaya	7		23	258	87	345	23	85	15				16	131
Occidental Negros	1		2	36	19	55	3	600	1		1			
Oriental Negros	1		3	22	17	39	1	101	1					
Rizal	1		2	26	21	47	2	20	11					
Samar	6		13	304	199	503	21	58	3		3			
Surigao	8		10	224	126	350	26	93	6					
Tarlac	2		2	35	18	53	20	20	5				10	150
Zambales	1		2	39	22	61	7	594	3	1	1	42		
Zamboanga	4		9	199	84	283	17	55	4		3			
Total	274	3	510	14,696	7,197	21,893	1,332	6,805	137	8	57	42	248	3,982

When compared with statistics for the school year 1919-20, these figures show, (2) an increase of 93 in the number of teachers in settlement farm schools, (4) an increase of 436 in the total number of pupils, and (5) an increase of 101,215.23 in the estimated value of production at settlement farm schools.

The rate of increase in the number of settlement farm schools was 23 per cent; in the number of pupils enrolled in settlement farm schools, 22 per cent; in the estimated value of production at settlement farm schools, 22 per cent.

A settlement farm school was originally a primary school established to form permanent settlements in the neighborhood of the school. It was not nomadic, but where farming is the chief occupation.

Farm Schools

teachers, the total annual enrolment, the number of hectares of land at settlement farm schools, for the school year 1920-21.

Value of School Products						Value of Products from Home Projects	Total Value of Products of School and Home Projects
Animals	Vegetables	Field Crops	Fruits	Others	Total		
P4,467.84	P3,286.62	P46,700.51	P5,078.36		P59,533.33		P59,533.33
88.86		35.00			123.86	P306.24	430.10
	74.30	72.00			146.30		146.30
713.90	2,721.99	60,743.73	5,507.41		69,687.03		69,687.03
	2,752.42	17,726.15	1,689.46	P286.52	22,454.55		22,454.55
2,602.33	7,836.14	53,060.95	15,271.55	655.17	79,426.14	640.26	80,066.40
57.10	924.26	10,076.53	991.96		12,049.85		12,049.85
1,537.50	632.24	1,948.30	263.60	743.00	5,124.64	45.00	5,169.64
20.00	60.00	100.00			180.00		180.00
2,305.00	1,137.00	3,464.00	439.00	100.00	7,445.00		7,445.00
		264.00		20.00	284.00		284.00
	25.00	30.00		10.00	65.00		65.00
	15.00	372.50	1.00		388.50	30.00	418.50
1,225.00	835.94	1,080.00	235.00	85.00	3,460.94	560.00	4,020.94
	391.36	1,138.50	61.00	74.00	1,664.86	54.00	1,718.86
	87.64	206.00	26.00	18.00	337.64	198.25	535.89
320.00	23.00	159.00	20.00	118.00	640.00	19.55	659.55
	250.99	2,651.77	466.88		3,369.64		3,369.64
13,337.53	21,053.90	199,828.94	30,051.22	2,109.69	266,381.28	1,853.30	268,234.58

ures show (1) an increase of 52 in the number of settlement farm schools, (3) an increase of 4,002 in the number of pupils enrolled in hectares cultivated at settlement farm schools, and (5) an increase of

per cent; in the number of teachers in settlement farm schools, 22 per cent; in the total number of hectares cultivated at settlement farm schools, 49 61 per cent.

among people who were more or less nomadic, with the idea of encouraging Now these schools are found in many communities where the people are

No. 17.—*Agricultural Clubs*

A table showing, by divisions and for the Islands, the number of boys' and girls' agricultural clubs, the number of club members with projects, the value of products produced by club members, and other relevant information, for the school year 1920-21.

Division	Number of Club Members with Projects				Value of Products Produced by Club Members							Total	Num-ber of Hogs Owned by Club Mem-bers	Poultry Hogs Owned by Club Mem-bers		
	Number of Boys and Girls in the Division	Garden	Hog	Poultry	Fruit	Corn	Cooking	Total	Vege-tables	Hogs	Poultry				Fruit	Field Crops	Cooking
Manila																
Albay	61	28		23	10			61	P347.80	P335.92	P78.75			P725.00	P782.47	444
Antique	103	127	90	741	22	52	106	1,138	2,979.42	6,574.27	142.50		P809.00		14,773.23	8,949
Bataan	9			110	63	22		195		1,341.35	359.18		145.10		1,845.63	2,687
Batanes	8	60	1	35	18	9	15	138	801.84	518.62	99.68		73.86	20.00	1,546.00	511
Batangas	5		5	60				65		952.25					1,102.25	9
Bohol	60	280	319	160	39	26		824	2,800.00	20,984.31	180.00		187.65		34,915.64	941
Bulacan	21	131		161		123		415	541.17	3,303.91	800.00				4,212.73	
Cagayan	46	323		206				529	3,442.00	2,190.06					5,632.06	
Camarines	115	482	70	431	30		111	1,124	10,071.58	1,254.16	330.50		125.84	1,277.55	25,210.88	275
Capiz	45	381		134				515	4,577.51	2,753.35					7,330.86	
Cavite	29	69	31	227	68			395	1,075.26	6,238.51			242.08		10,247.69	36
Cebu	19	102	48	109	116	69		444	1,490.65	2,589.06	1,078.88		2,157.11		8,685.70	137
C. L. A. S. I.	30	93	15	37	25	23		193	137.19	220.20	116.35		138.45		741.19	39
Ilocos Norte	25	436	28	30	11	40		545	3,321.60	1,500.00	.40		35,301.91		42,087.94	42
Ilocos Sur	190	277	274	959	256	81	213	2,060	2,559.36	7,915.84	18,142.67		251.07	1,408.17	31,370.33	391
Iloilo	30	205	15	12			8	240	1,890.20	4,450.00	221.71			617.59	3,149.50	20
Isabela	14		48	109				157	4,418.00	2,606.30					7,024.30	170
Laguna	30	396	61	220	25	41	81	824	7,668.16	2,250.88	141.50		726.00	537.50	14,819.64	147
Leyte	27	40		358				398	1,173.42	4,136.79					5,310.21	
Marinduque	9	5	56	54	1	20		136	71.00	1,788.86	1,357.49		315.89		3,533.24	130
Mindoro	10	56	1	62		6		125	431.13	4,322.12			12.00		5,427.25	3
Misamis	19	119	21	256			46	442	173.63	345.60	4,192.46			716.00	7,777.77	88
Mountain	27			253				253		7,631.07					7,631.07	13,735
	18	185		23			8	216	17,807.00	1,171.00				117.44	19,055.44	718

Nueva Ecija.....	22	601	565	130	34	620	1,960	1,223.50	1,750.91	134.00	895.35	4,003.76	4,001
Nueva Vizcaya.....	10	17	26	12	10	---	89	75.00	1,310.00	503.00	135.00	3,640.00	613
Occidental Negros.....	51	92	79	394	16	47	100	1,482.46	5,793.97	178.25	36.99	10,547.67	228
Oriental Negros.....	7	30	21	13	48	---	113	179.40	215.00	---	479.85	1,383.25	97
Palawan.....	27	50	36	93	6	7	---	506.53	442.70	73.20	83.00	2,251.76	45
Pampanga.....	113	194	21	58	5	10	288	1,765.34	2,326.50	1,187.40	200.00	5,485.00	60
Pangasinan.....	126	308	437	995	110	3	1,326	6,945.05	13,961.59	25,318.43	80.65	51,688.99	716
Rizal.....	23	121	77	81	26	73	1,267	753.85	140.00	368.75	672.00	2,831.60	7
Romblon.....	52	51	58	358	13	12	71	262.85	2,270.73	80.45	641.30	4,936.83	73
Samar.....	65	235	32	210	56	45	658	3,250.45	813.58	3,884.60	687.20	9,872.65	102
Sorsogon.....	16	86	105	---	16	---	207	339.74	722.60	---	112.75	1,174.99	1,504
Surigao.....	97	359	---	90	210	15	674	614.97	448.33	503.19	1,926.10	3,493.19	907
Tarlac.....	39	86	66	191	66	12	433	3,978.17	2,902.00	4,754.57	218.30	16,479.68	80
Tayabas.....	90	192	191	438	240	80	238	3,439.16	4,481.93	9,078.54	1,458.40	26,231.97	404
Union.....	30	725	520	---	---	---	1,245	7,012.56	9,500.20	---	---	16,512.76	4,720
Zambales.....	19	144	37	106	370	84	741	6,912.04	870.00	3,227.28	384.38	14,902.73	296
Normal School.....	1	11	7	---	---	---	19	50.00	125.00	---	---	175.00	75
Total.....	1,748	7,097	2,094	9,058	1,944	883	1,887	22,963	102,087.29	89,224.41	156,321.09	47,409,2218,482.09	4,883
Mindanao and Sulu:													194,809
Agusan.....	4	16	12	---	---	17	45	426.69	24.85	---	64.00	515.54	56
Bukidnon.....	---	---	---	---	---	---	---	---	---	---	---	---	---
Cotabato.....	15	99	47	146	---	1	293	153.50	1,547.10	---	96.00	1,982.20	52
Davao.....	3	7	5	---	---	6	18	102.00	196.59	---	64.80	363.39	341
Lanao.....	---	---	---	---	---	---	---	---	---	---	---	---	---
Sulu.....	2	---	---	---	---	---	20	---	390.95	---	---	390.95	240
Zamboanga.....	42	84	66	284	---	48	482	113.30	857.52	3,182.83	1,114.79	5,268.44	85
Grand total.....	1,814	7,303	2,207	9,525	1,944	955	1,887	22,821	102,883.08	90,277.23	161,653.41	48,748.81	5,020
													202,280

¹ Central Luzon Agricultural School.

No. 17.—*Agricultural Clubs—Continued*

Division	Num- ber of Fruit Trees Cared for by Club Mem- bers	Name and Address of the Club Member Receiving the Largest Money Return, Based on Market Value of Products, from His Club Work			Name of Contest in Which Enrolled	Number of Club Members Obtaining a Production of --			
		Name	Age	Address		P25-P50	P50-P75	P75-P100	P100 or More
Manila									
Abra	2,612	Lingdusan Murphy	17	Manabo, Abra	Poultry raising	5	2		1
Albay	615	Martin Palermo	18	Guinobatan, Albay	Field crops	313	39	9	1
Antique	613	Meliton Montiflor	14	Patnongon, Antique	Poultry raising	11			
Bataan	1,304	Joaquin Matawaran	15	Samal, Bataan	Vegetable growing	16	2	1	
Batanes		Vicente Giron	11	Sabtang, Batanes	Pig raising	11	4	1	
Batangas		Demetrio Brual	13	Bauan, Batangas	Pig raising	224	65	70	6
Bohol	955	Eugenio Cuyno	22	Ubay, Bohol	Poultry raising	30	2	5	
Bulacan		Damian Bernardo	15	Paco, Obando, Bulacan	Gardening	28	12	3	
Cagayan	578	Vistacion Arellano	14	Buguey, Cagayan	Cooking	327	301	75	48
Camarines		Mariano Moreno	16	San Vicente, Camarines Norte	Poultry raising	92	17	1	
Capiz	15,025	Ernesto Delfin	12	Panilan, Capiz	Poultry raising	182	18	3	1
Cavite	1,894	Francisco Romerosa	18	Indang, Cavite	Poultry raising	7	12	7	6
Cebu	1,656	Eduardo Ortiz	15	Sibonga, Cebu	Pig raising	4	2	1	1
C. L. A. S. I	168	Simplicio Pabro and Nemesio Deleña	17-24	Bacnotan, Union	Rice	70			218
Ilocos Norte		Rufina Bul-lalayao	16	Laoag, Ilocos Norte	Pig raising	573	187	85	24
Ilocos Sur	10,055	Leandro Albalas	13	Babay, San Vicente, Ilocos Sur	Vegetable growing	33	3	1	
Iloilo		Feliciano Ledesma	12	Jaro, Iloilo	Pig raising	28	13	18	21
Isabela	52	Fidel Baua	17	Calagan, Isabela	Vegetable growing	145	21	13	1
Laguna		Vicente Elbo	17	Santa Cruz, Laguna	Poultry raising	24	8	3	
Leyte		Ben Tanner	12	Harrison St., Ormoc, Leyte	Pig raising	31	11	2	1
Marinduque	4	Ricardo Corral	15	Gasan, Marinduque	Poultry raising	61	40	23	6
Mindoro		Jose Garcellano	18	Naujan, Mindoro	Poultry raising	100	21	4	3
Misamis		Alberto Reyes	13	Manabao, Misamis	Poultry raising	32	13	19	54
Mountain		Jackson Pagyan	17	Trinidad Agricultural School, Benguet, Mountain Province	Gardening	333	66		
Nueva Ecija		Eugenio Enrico	16	Balay, Cuyapo, Nueva Ecija	Gardening	464			
Nueva Vizcaya	1,300	Alejandro Bunanig	16	Bayombong, Nueva Vizcaya	Poultry raising	7	5	5	10
Occidental Negros	150	Manuel Verga	19	La Carlota, Occidental Negros	Poultry raising	100	43	21	16
Oriental Negros		Gregorio Sarita	14	Hibaiyo, Gujulanigan, Or. Negros	Pig raising	2			
Palawan	68	Paz Meneses	13	San Carlos, Cuyo, Palawan	Poultry raising	41	16		

Pampanga	50	Raymundo Dizon	11	Angeles, Pampanga	334.00	Pig raising	59	4	5	3
Pangasinan	2,286	Patricio Umangan	15	San Carlos Farm School, Pangasinan	206.15	Poultry raising	471	201	55	31
Rizal	515	Hospicio Santos	15	Bayanbayan, Malabon, Rizal	165.00	Poultry raising	5	2	2	1
Romblon	505	Paulino Ilagan and Margarito Paz	15-22	Odiongan, Romblon	164.50	Pig raising	129	11	7	
Samar	1,522	Raymundo Arceño	21	Guiuan, Samar	77.00	Poultry raising	105	21	1	
Sorsogon		Victorio Cabilo	15	Matnog, Sorsogon	46.10	Poultry raising	10			
Surigao	1,067	Zacarias Elimanco	21	Claver, Gigaquit, Surigao	87.50	Pig raising	9	2	1	
Tarlac	1,067	M. Esquerre	12	Victoria, Tarlac	443.00	Pig raising	119	38	21	11
Tayabas	24,876	Pastor Orozco	18	Infanta, Tayabas	38.30	Poultry raising	1,032			
Union		Luciano Anden	16	Bauang, Union	98.79	Poultry raising	396	46	4	
Zambales	11,323	Marcos Manday	16	Iba Farm School, Iba, Zambales	140.00	Poultry raising	86	37	13	16
Normal School		Esteban Feliciano	13	San Felipe Neri, Rizal	30.00	Poultry raising	2			
Total	80,735				7,574.92		5,375	1,219	479	481
Mindanao and Sulu:										
Agusan		Emilio Nakida	18	Kauswagan, Cabadbaran, Agusan	72.34	Vegetable growing	8	2		
Bukidnon										
Cotabato										
Davao		Martin de Vivar	12	Digas, Santa Cruz, Davao	90.00	Poultry raising	13	2	1	1
Lanao		Angel Echaves	14	Malabang, Lanao	132.21	Poultry raising	3	1		
Sulu		Jose Tapia	16	Jolo, Sulu	150.00	Poultry raising	5			1
Zamboanga		Montia Timod	18	Dumaquilas, Zamboanga	177.00	Corn growing	60	12	4	2
Grand total	80,735				8,196.47		5,464	1,236	484	485

¹ Central Luzon Agricultural School.

When compared with statistics for the school year 1919-20, the figures in Table 17 show (1) a decrease of 83 in the number of agricultural clubs, (2) a decrease of 321 in the number of club members, (3) an increase of ₱62,497.37 in the estimated value of agricultural-club products, (4) increases in the number of pupils enrolled in the poultry-raising, fruit-growing, and cooking contests, and decreases in the number of pupils enrolled in the other three contests, and (5) increases in the value of production in all contests except poultry raising.

The rate of decrease in the number of agricultural clubs was 5 per cent; in the number of club members, 1 per cent. The rate of increase in the estimated value of agricultural-club products was 16 per cent.

No. 18.—*School and Home Gardens*

A table showing, by divisions and for the Islands, the number of school and home gardens, the number of schools with improved grounds, and the number of grounds with permanent fences constructed of wire with concrete or strong wooden posts, for the school year 1920-21.

Division	Number of Schools with School Gardens			Number of Pupils with Home Gardens			Estimated Area (in Hec-tares) Cultivat-ed by Pup-ils in the Division (Includ-ing both School and Home Gardens)	Number of Pupils Taking Vegetable Gardening						Grounds		
	Total			Total				Primary			Intermediate			Grand Total	Number of Schools with Improved Grounds	Number of Grounds (Fences Constructed of Wire with Concrete or Strong Wooden Posts)
								Male	Female	Total	Male	Female	Total			
	Primary	Intermediate	Total	Male	Female	Total										
								Primary	Intermediate	Total	Male	Female	Total			
Manila	12	4	16	200	201	401	6	5,192.50	748	928	1,676	3	3	3	3	3
Abra	71	4	75	953	64	1,017	31	10,957.07	982	282	1,300	39	39	39	39	39
Albay	167	14	181	4,127	521	4,648	70	17,438.01	3,997	551	4,584	102	102	102	102	102
Antique	93	11	104	1,979	362	2,341	47	11,584.56	1,979	362	2,341	53	53	53	53	53
Bataan	26	4	30	498	147	645	5	4,518.68	539	149	688	4	4	4	4	4
Batanes	9	1	10	29	29	58	2	1,450.14	88	25	113	6	6	6	6	6
Batangas	116	16	132	3,367	642	4,009	49	16,993.33	3,367	642	4,009	65	65	65	65	65
Bohol	196	21	217	4,096	549	4,645	80	20,320.79	4,681	549	5,231	110	110	110	110	110
Bulacan	112	18	130	1,202	410	1,612	19	7,530.84	1,368	503	1,899	53	53	53	53	53
Cagayan	156	22	178	4,984	405	5,389	75	51,331.50	5,194	416	5,610	96	96	96	96	96
Camarines	161	11	172	6,833	417	7,250	90	35,232.50	6,833	417	7,250	70	70	70	70	70
Capiz	132	20	152	2,398	422	2,820	31	32,891.81	2,398	422	2,820	82	82	82	82	82
Cavite	62	12	74	1,540	433	1,973	24	16,767.14	1,939	548	2,487	28	28	28	28	28
Cebu	293	28	321	6,134	982	7,116	92	12,697.95	6,790	325	7,115	1,330	26	26	1,356	8,471
C. L. A. S. ¹	1	1	2	200	66	266	8	209.10	200	66	266	2	2	2	2	2
Ilocos Norte	186	21	207	3,043	432	3,475	46	21,998.92	3,574	648	4,222	96	96	96	96	96
Ilocos Sur	178	17	195	2,099	409	2,508	49	11,814.52	3,130	498	3,628	92	92	92	92	92
Iloilo	239	26	265	7,624	1,224	8,848	48	21,697.02	9,017	1,397	10,414	169	169	169	169	169
Isabela	85	6	91	1,969	371	2,340	14	22,420.93	1,969	371	2,340	38	38	38	38	38
Laguna	78	17	95	3,278	892	4,170	14	9,496.00	3,345	998	4,343	49	49	49	49	49

Levite.....	601	23	624	3,619	398	4,017	115	18,837.32	4,086	406	4,492	125	19
Marinduque.....	57	5	62	1,962	176	2,137	3	3,651.61	2,450	28	2,726	14	3
Mindoro.....	48	7	55	1,924	77	1,001	39	3,424.50	54	194	1,154	6	2
Misamis.....	119	7	126	2,113	99	2,212	34	8,703.33	3,163	183	3,815	11	10
Mountain.....	121	5	126	1,955	98	2,053	77	25,138.09	5,064	254	5,443	80	3
Nueva Ecija.....	192	21	213	1,100	338	1,438	61	35,763.27	2,772	876	3,722	15	11
Nueva Vizcaya.....	34	4	38	432	105	537	55	6,250.00	74	201	851	12	9
Occidental Negros.....	99	22	121	3,998	1,179	5,177	42	16,521.44	2,876	5	5,395	53	19
Oriental Negros.....	89	19	108	1,577	328	1,905	23	19,421.05	1,423	203	3,119	40	7
Palawan.....	63	6	69	1,045	112	1,157	19	4,957.46	1,045	112	1,157	10	7
Pampanga.....	99	18	117	2,649	567	3,216	73	5,056.00	2,709	548	3,227	29	13
Pangasinan.....	351	37	388	9,749	1,229	10,978	92	71,309.03	9,749	1,229	10,978	68	25
Rizal.....	68	10	78	878	445	1,323	23	3,813.47	1,421	519	1,940	20	10
Romblon.....	45	8	53	957	232	1,189	10	3,623.85	1,081	244	1,277	8	2
Sanar.....	212	16	228	3,639	182	3,821	156	26,845.25	3,639	182	3,821	86	19
Sorsogon.....	153	8	161	2,421	208	2,629	15	11,083.61	2,421	208	2,629	68	30
Surigao.....	33	4	37	1,618	63	1,681	12	1,083.25	1,089	72	1,544	10	4
Tarlac.....	130	12	142	2,863	572	3,435	79	81,705.67	3,622	611	4,233	80	27
Tayabas.....	153	20	173	7,910	601	8,511	17	38,554.83	6,441	574	8,511	113	12
Union.....	255	14	269	4,706	802	5,508	64	28,841.52	4,706	802	5,508	40	14
Zambales.....	60	7	67	1,141	185	1,326	45	12,719.97	1,314	285	1,627	23	6
Normal School.....	1	1	2	3	9	12	1	700.00	37	151	188	1	1
Total.....	5,356	548	5,904	113,871	16,954	130,825	1,905	760,617.83	125,949	4,710	130,659	2,129	465
Mindanao and Sulu:													
Agusan.....	70	3	73	589	20	609	6	377.90	599	49	1,136	17	10
Bukidnon.....	81	4	85	1,907	50	1,957	5	190.57	300	147	648	47	39
Cotabato.....	47	2	49	98	98	98	2	489.12	999	136	1,165	36	3
Davao.....	44	7	51	420	11	431	8	1,625.46	871	20	891	54	6
Lanao.....	21	1	22	784	28	812	3	1,915.80	888	28	916	46	12
Sulu.....	31	2	33	291	14	305	4	1,300.00	2,516	72	2,588	14	3
Zamboanga.....	55	5	60	1,033	204	1,237	2	3,459.53	1,033	204	1,237	4	3
Grand total.....	5,705	572	6,277	117,086	17,231	134,317	1,985	770,476.21	133,155	5,478	138,633	2,347	541

¹ Central Luzon Agricultural School.

When compared with statistics for the school year 1919-20, these figures show (1) an increase of 1,147 in the number of school gardens, (2) a decrease of 25,715 in the number of pupils having home gardens, and (3) a decrease of 311 hectares in the total estimated area of all gardens cultivated by pupils.

The rate of increase in the number of school gardens was 22 per cent. The rate of decrease in the number of pupils having home gardens was 19 per cent; in the area of all gardens cultivated by pupils, 16 per cent.

No. 19.—Garden Days

A table showing, by divisions and for the Islands, the number of garden days for the school year 1920-21.

Division	Number of Garden Days Held	Number of Pupils Exhibiting Products	Number of Farmers Exhibiting Products	Number of Garden Days at Which Other Bureaus, Organizations, Firms, etc., Were Represented with Booths			
				Bureau of Agriculture	Bureau of Forestry	Bureau of Health	Others
Manila	1	500		1	1	1	2
Abra	17	1,189	378	1		1	3
Albay	25	10,537	1,218	3			1
Antique	13	6,192	811			1	8
Bataan	14	1,343	270	2	3		2
Batanes	5	651	88				
Batangas	54	4,442	271	3		2	5
Bohol	62	11,760	9,309	4		7	12
Bulacan	4	9,253	757		1	5	5
Cagayan	24	9,251	722	15	5	14	34
Camarines	171	13,029	5,565	1		1	11
Capiz	56	1,745	772	2		1	2
Cavite	21	5,540	317			4	2
Cebu	53	17,223	1,459	1		6	3
C. L. A. S. ¹	1	401	25			1	
Ilocos Norte	21	8,307	478				
Ilocos Sur	44	4,974	1,659	11		2	1
Iloilo	30	14,605	198	8		5	4
Isabela	14	2,959	261	5	2	1	17
Laguna	29	6,823	357	1		2	
Leyte	259	12,791	1,671	4		6	2
Marinduque	11	1,945	900				
Mindoro	56	1,123	65	1	1		
Misamis	21	4,957	838				1
Mountain	34	5,234	1,233	5		3	2
Nueva Ecija	26	6,772	297	3		2	
Nueva Vizcaya	9	1,172	610			1	
Occidental Negros	35	10,311	253	4		6	
Oriental Negros	27	4,868	285				1
Palawan	9	541	154		1	2	2
Pampanga	24	4,334	58	3		5	1
Pangasinan	63	21,022	1,060	11		3	12
Rizal	27	6,289	521	1		3	9
Romblon	41	3,268	634				
Samar	73	3,560	1,652	12		4	1
Sorsogon	24	13,327	1,289	2	1	2	5
Surigao	20	400					
Tarlac	24	4,741	834	2		9	7
Tayabas	28	21,655	26,345	2	2	1	
Union	16	8,796	1,250	4		4	17
Zambales	15	3,212	943	4		8	5
Normal School	1	188					
Total	1,502	271,230	65,807	116	17	113	177
Mindanao and Sulu:							
Agusan	16	1,207	299				26
Bukidnon	53	2,265	513				2
Cotabato	14	2,642	478	1		3	3
Davao	12	828	54				1
Lanao							
Sulu	24	2,168	245				
Zamboanga	15	1,319	104				
Grand total	1,636	281,659	67,500	117	17	116	209

¹ Central Luzon Agricultural School.

When compared with statistics for the school year 1919-20, these figures show (1) an increase of 127, or 8 per cent, in the number of garden-day celebrations, (2) an increase of 47,660, or 20 per cent, in the number of pupils exhibiting products at garden-day celebrations, and (3) an increase of 5,139, or 8 per cent, in the number of farmers exhibiting products at garden-day celebrations.

No. 20.—Nurseries

A table showing, by divisions and for the Islands, the number of trees and plants in school nurseries, and the number distributed during the school year 1920-21.

Division	Number of Schools with Nurseries				Nurseries						
	Primary	Intermediate	Secondary	Total	Number of Fruit Trees Distributed to People of Communities	Number of Other Trees Distributed to People of Communities	Number of Ornamental Plants Distributed to People of Communities	Number of Fruit Trees Planted by Pupils at Their Homes	Number of Other Trees Planted by Pupils at Their Homes	Number of Ornamental Plants Set out by Pupils at Their Homes	Number of All Kinds of Trees in Nurseries at End of School Year
Manila											
Abra	32	4		36	2,037	970	5,558	2,721	800	516	4,574
Albay	64	7		71	1,771	1,190	525	8,457	1,615	2,448	2,061
Antique	22	9		31	603	600	40	6,268	1,192	763	560
Bataan	18	4		22	3,500	30	109	15,965	880	691	416
Batanes											
Batangas	65	9		74	5,600	1,050	2,530	9,081	769	3,107	2,520
Bohol	145	19		164	9,441	2,954	2,306	57,916	11,711	7,742	3,904
Bulacan	25	8		33	1,366	484	380	7,610	2,524	2,029	424
Cagayan	113	15		128	4,026	1,124	300	19,712	5,023	1,525	1,738
Camarines	39	12		51	2,886	277	519	13,563	2,697	1,837	3,618
Capiz	67	20		87	10,022	4,519	3,331	45,800	13,669	18,607	4,338
Cavite	9	6		15	1,485	120	312	4,082	421	305	743
Cebu	113	24		137	8,228	2,580	2,324	14,425	3,411	3,068	3,459
C. L. A. S. ¹		1	1	2	444	200	157	370	54	320	2,292
Ilocos Norte	111	14		125	4,683	2,083	2,320	15,917	4,866	7,853	3,983
Ilocos Sur	43	15	1	59	1,180	860	1,293	6,839	2,295	2,205	3,514
Iloilo	58	13		71	1,117	343	712	9,406	2,668	1,892	1,036
Isabela	27	6		33	839	314	249	3,249	1,032	579	1,641
Laguna	7	2		9	67		23	343	1,399	300	658
Leyte	131	21		152	13,234	6,972	6,711	52,393	19,948	18,976	41,919
Marinduque	1	1		2				37,344	500	5,727	30
Mindoro	25	6		31	3,664	1,225	25	4,883	634	413	31
Misamis	30	2		32	207	70	100	2,642	980	750	1,080
Mountain	24	2		26	1,015			3,807	1,060	37	5,328
Nueva Ecija	28	4		32	348	39	300	2,270	443	390	358
Nueva Vizcaya	13	2		15	821	611	337	1,008	831	624	703
Occidental Negros	17	10		27	578	205		8,221	3,673	1,187	672
Oriental Negros	15	4		19	1,081	402	613	5,550	1,732	2,906	851
Palawan	8	5		13	987	390	564	2,975	1,366	567	45
Pampanga	4	4		8	230	5	1,000	3,127	1,484	2,431	619
Pangasinan	170	29		199	9,269	2,937	1,645	35,330	9,256	7,086	4,199
Rizal	17	7		24	1,355	282	347	8,551	568	2,331	429
Romblon	5	7		12	250	200	150	565	80	900	2,090
Samar	37	16	2	55	3,265	1,850	100	2,600	1,520	820	1,565
Sorsogon	80	8		88	1,039	352	407	2,944	1,094	733	4,008
Surigao	3	2		5			500	1,797	200	700	
Tarlac	77	11		88	1,811	457	857	5,239	758	955	825
Tayabas	23	27		50	1,354	876	27	56,789	476	133	26,398
Union	52	13		65	8,846	728	467	80,964	5,357	3,684	10,040
Zambales	32	8		40	1,875	82	821	28,921	1,848	1,370	1,994
Normal School	1	1		2	35	10	20	10	5	20	125
Total	1,751	378	4	2,133	110,559	37,391	37,979	589,694	110,839	108,527	144,788
Mindanao and Sulu:											
Agusan	37	2		39	1,032	415	1,612	1,202	858	1,677	1,933
Bukidnon	63	1		64	1,132	214	19	6,405	3,795	325	10,579
Cotabato	7	1		8	6,137	524	10,300	7,220	261	1,000	9,747
Davao	27	4		31	984	183	666	564	234	377	2,929
Lanao	8	1		9	968	397	3,115	2,695	857	960	11,350
Sulu		1		1							3,450
Zamboanga	17			17	1,269	240	256	2,396	135	50	3,718
Grand total	1,910	388	4	2,302	122,081	39,364	53,947	610,176	116,979	112,916	188,494

¹ Central Luzon Agricultural School.

When compared with statistics for the school year 1919-20, these figures show (1) an increase of 687, or 43 per cent, in the total number of school nurseries, (2) an increase of 19,236, or 10 per cent, in the total number of trees and plants distributed by school nurseries, (3) an increase of 140,835, or 20 per cent, in the total number of trees and plants set out by pupils at their homes, and (4) an increase of 99,290, or 111 per cent, in the total number of trees in school nurseries at the end of the school year.

Pampanga.....	684	249	126	1,168.33	487	344	1,037.69	1,012	368	66	1,903.70
Pangasinan.....	2,796	1,910	126	20,359.73	2,775	350	5,759.36	3,450	763	66	7,842.59
Rizal.....	1,682	651	211	4,222.90	1,623.40	211	4,222.90	2,012	486	103	2,881.84
Romblon.....	247	304	304	3,606.48	1,770	258	4,751.58	485	103	299	1,222.21
Samar.....	339	304	304	3,606.48	1,770	258	4,751.58	1,477	299	299	5,340.37
Sorsogon.....	172	166	26	1,882.36	976	258	2,649.77	490	215	215	4,640.85
Surigao.....	785	164	26	694.28	694.28	258	2,649.77	1,253	88	88	641.16
Tarlac.....	1,361	587	26	6,276.74	1,248	194	2,504.92	1,377	442	292	4,090.12
Tayabas.....	1,272	692	33	3,908.36	1,248	194	2,504.92	2,653	292	292	10,481.35
Union.....	2,131	1,271	33	8,565.39	1,248	194	2,504.92	678	477	477	7,108.10
Zambales.....	1,100	504	33	3,033.04	19	31	63.15	957	274	8	3,242.10
Normal School	64	96	33	293.85	19	31	63.15	957	274	8	3,242.10
Trade School											
Mindanao and Sulu:											
Agusan.....	234	55		193.13				379			438.20
Bukidnon.....		10		3.70	13	8	48.50	434			473.84
Cotabato.....	6	59		317.35				217			147.45
Davao.....	340	59		317.35	67	64	321.00	51	39		274.40
Lanao.....											
Sulu.....	64	75		118.27	35	34	109.17	77	48		12.00
Zamboanga.....								160			367.86
Total.....	50,165	26,300	672	187,512.97	13,938	6,328	55,734.65	64,286	14,765	286	166,674.31

¹ Central Luzon Agricultural School.

No. 21.—*Industrial Enrolment and Production*—Continued[illegible]

Romblon.....	40	2,659.57	99	12,651.26	1,486	45	1,639.57	2,617	7,145.05
Samar.....	194	4,075.00			3,300	116	3,542.52	7,898	33,987.21
Sorsogon.....	126	882.00	41	8,429.59	9,793	133	7,315.59	12,396	25,800.16
Surigao.....			61	3,492.78	3,623	97	1,706.58	6,071	6,534.80
Tarlac.....	21	10,283.28	81	8,578.41	2,603	14	940.89	6,680	30,149.44
Tayabas.....	293	2,051.00	81	3,455.60	9,269	576	226.44	16,570	22,627.67
Union.....	318	638.76	91	9,400.00	599		389.35	5,584	26,101.60
Zambales.....	87	376.18	99	3,571.08	1,956	68	2,566.08	5,095	12,951.63
Normal School					89	192	1,181.83	648	1,512.78
Trade School			192	351	38,640.65		162	543	38,640.65
Mindanao and Sulu:									
Agusan.....	24	2,419.50			853	26	2,344.00	1,571	5,394.83
Bukidnon.....	12	700.00				63	1,624.56	23	700.00
Cotabato.....					790		1,411.20	1,324	2,168.60
Davao.....	12				2,195	117	269.03	2,940	1,876.00
Lanao.....	23	166.90			62			311	1,031.33
Sulu.....	14	96.36					100.45	91	208.81
Zamboanga.....			122	9,492.80	895	15	87.14	1,448	10,175.04
Total.....	570	134,898.07	3,136	435,330,376.86	164,496	5,302	187	146,021.72	364,560
									1,021,248.58

¹ Central Luzon Agricultural School.

When compared with statistics for the school year 1919-20, the figures in Table 21 show (1) an increase of 20,233, or 37 per cent, in the number of pupils taking embroidery, (2) an increase of ₱68,599.75, or 58 per cent, in the estimated value of production in embroidery, (3) an increase of 5,003, or 25 per cent, in the number of pupils taking lace making, (4) an increase of ₱15,580.10, or 39 per cent, in the estimated value of production in lace making, (5) a decrease of 3,588, or 5 per cent, in the number of pupils taking basketry, (6) an increase of ₱45,537.87, or 38 per cent, in the estimated value of production in basketry, (7) an increase of 1,625, or 21 per cent, in the number of pupils enrolled in municipal shops, (8) an increase of ₱43,320.71, or 47 per cent, in the estimated value of the output of municipal shops, (9) an increase of 88, or 3 per cent, in the number of pupils enrolled in provincial trade schools and provincial-school shops, and (10) a decrease of ₱49,813.78, or 15 per cent, in the value of the output of provincial trade schools and provincial-school shops.

No. 22.—*Voluntary Contributions*

A table showing, by divisions and for the Islands, the details of voluntary contributions for school purposes, school year 1920-21.

Division	Form and Amount of Donation					Total	Salaries	Buildings and Grounds	Amount Devoted to—				Total
	Money	Materials	Labor	Land	Miscellaneous				Libraries	Athletics	Miscellaneous	Balance on Hand	
Pangasinan	52,421.19	41,133.35	22,408.94	46,787.80	640.66	163,391.94		120,761.48	17,421.72	7,249.26	5,685.27	22,274.21	163,391.94
Leyte	11,235.99	43,423.00	25,008.50	11,175.00	3,864.08	94,712.57	850.00	78,284.75	559.35	4,490.84	3,117.55	7,410.08	94,712.57
Cebu	28,363.62	13,239.89	11,422.41	12,765.00	1,233.32	67,024.24	1,300.00	40,409.52	6,410.66	7,562.45	7,948.08	7,948.08	67,024.24
Nueva Ecija	33,455.47	16,976.03	10,844.10	2,040.00	1,495.62	61,811.22		48,282.22	1,310.93	1,848.76	1,610.21	10,459.10	64,811.22
Pampanga	46,596.75	3,890.92	958.00	5,910.00	2,040.64	58,385.31		36,163.76	1,040.40	5,740.39	4,522.46	10,918.30	58,385.31
Capiz	21,696.83	10,696.60	5,351.80	9,960.00	2,835.82	50,541.05	874.70	37,059.10	980.55	5,666.35	5,220.16	740.19	50,541.05
Samar	10,381.45	14,981.00	12,182.00	9,545.00	2,984.97	50,074.42		46,690.58	437.84	855.02	1,357.78	733.20	50,074.42
Iloilo	19,653.36	8,083.26	8,733.60	11,891.70	716.85	49,083.77	1,820.00	44,675.24	432.50	2,008.01	409.30	2.95	49,083.77
Zamboales	21,439.76	17,421.60	1,768.02	3,415.00	1,392.26	45,436.64		16,675.24	553.12	1,157.24	2,073.91	24,977.13	45,436.64
Ilocos Sur	21,165.42	8,325.75	4,259.00	6,573.94	2,770.97	43,095.08		22,790.23	3,333.22	4,876.82	7,533.74	4,561.07	43,095.08
Cagayan	7,094.25	17,185.75	11,673.10	3,590.90	2,966.86	42,510.86	28.23	31,848.32	600.08	2,017.52	6,976.36	1,040.35	42,510.86
Bohol	9,531.95	15,531.06	10,442.72	1,298.33	1,761.01	38,565.10	490.00	33,612.24	567.28	1,181.87	2,049.22	664.49	38,565.10
Misamis	8,746.74	13,628.00	10,676.50	4,845.00	1,66.00	38,062.24		20,829.75	95.80	30.64	779.99	16,328.06	38,062.24
Bulacan	8,910.83	7,360.00	3,523.80	10,415.00	4,797.50	35,007.13	29.00	25,281.35	1,403.92	2,678.20	4,680.35	934.31	35,007.13
Union	10,355.01	10,102.43	8,134.72	462.00	1,475.45	30,529.61		18,288.28	2,538.94	2,859.65	2,719.90	4,122.84	30,529.61
Tayabas	21,145.07	5,121.20	3,898.00		167.00	30,331.27		27,288.90	548.05	609.37	1,514.51	370.44	30,331.27
Laguna	17,648.13	6,331.00	1,971.00	3,030.00	1,246.64	30,226.77		11,183.49	2,760.84	5,166.92	7,524.47	3,591.05	30,226.77
Tarlac	9,969.17	9,450.18	4,261.10	2,578.00	1,578.66	27,827.11	256.60	14,730.85	552.84	2,444.42	7,366.25	2,476.15	27,827.11
Antique	6,527.01	9,744.88	8,648.72	1,836.08	678.44	27,435.13		21,839.87	376.23	1,665.79	3,074.35	478.89	27,435.13
Ilocos Norte	14,622.64	6,699.25	5,117.50			26,439.39		26,439.39					26,439.39
Nueva Vizcaya	2,100.88	8,593.26	14,900.00	200.00		25,794.14		23,689.85	809.13	970.60	240.38	84.18	25,794.14
Isabela	8,126.99	9,308.00	3,596.00	500.00		24,198.33		14,855.12	1,968.87	3,049.39	3,447.63	877.32	24,198.33
Bataan	2,212.50	2,112.50	1,863.00	2,750.00	2,667.34	19,253.58		15,909.54	1,204.64	2,228.42	3,023.76	425.70	19,253.58
Surigao	2,674.94	11,440.00	5,695.00	2,370.00		22,823.94		20,505.00	220.57	454.51	795.87	347.99	22,823.94
Aguasan	150.00	10,869.62	9,292.00	1,200.00	60.00	21,571.62		21,361.62	150.00		60.00		21,571.62
Camarines	3,268.05	6,717.70	3,822.65	5,956.00	716.57	20,480.97		18,741.35	100.00	519.55	970.07	150.00	20,480.97
Rizal	6,647.53	6,876.25	1,532.00	3,200.00	997.80	19,253.58		14,272.45	637.80	1,756.49	2,443.00	2,443.00	19,253.58
Mountain	1,313.22	3,248.50	11,485.70	300.00	350.00	18,697.42		17,596.20	125.57	380.40	695.25		18,697.42
Carite	5,824.06	3,275.00	1,075.00	7,740.00	150.00	18,064.06	75.00	15,149.05	300.00	520.00	2,020.00	2,020.00	18,064.06
Davao	6,389.13	5,006.60	3,419.00	595.00	196.50	15,606.23		9,964.60		15.00	196.50	5,430.13	15,606.23
Bukidnon		6,570.00	4,410.50	1,250.00	79.50	12,310.00		12,310.00					12,310.00
Abra	8,451.84	1,555.50	1,352.60	585.00	163.40	12,108.34		6,921.24	449.00	509.00	229.10	4,000.00	12,108.34

Mindoro	2,342.26	3,465.00	4,645.50	1,200.00	185.00	11,837.76	9,792.50	500.56	145.75	305.33	1,088.62	11,887.76
Romblon	2,559.66	4,559.00	-2,165.00	1,950.00	512.03	11,745.69	9,321.03	700.00	1,561.00	163.66	11,745.69	11,745.69
Oridental Negros	2,428.53	4,746.90	3,033.50	690.00	468.63	11,367.56	8,465.30	293.40	1,155.02	859.24	41.10	11,367.56
Albay	2,932.47	4,259.00	2,170.00	1,030.00	321.10	10,712.57	8,017.96	10.70	1,195.64	1,191.42	296.85	10,712.57
Batangas	5,499.02	1,766.50	1,049.00	1,850.00	339.10	10,503.62	6,411.85	114.00	3,124.27	478.00	375.50	10,503.62
Marinduque	3,661.18	3,801.00	1,296.00	1,150.00	72.02	9,480.20	6,727.00	588.18	1,066.05	852.16	246.81	9,480.20
Sorsogon	4,677.09	626.00	565.00	1,917.00	350.00	7,785.09	6,657.30	233.03	969.21	214.55	2,306.00	7,785.09
Occidental Negros		1,894.00	1,363.00	3,050.00		6,657.00	6,657.00					6,657.00
Palawan	3,705.82	875.00	1,250.00		357.50	6,188.32	2,126.35	118.28	460.96	469.15	3,013.48	6,188.32
Lanao	7.00	48.00	296.00	3,250.00		3,601.00	3,564.00		7.00	30.00		3,601.00
Sulu	1,730.64				1,400.28	3,130.92	894.96	288.37	1,581.24	161.95	224.40	3,130.92
Cotabato	106.35	472.86	2,143.00	280.00	12.13	3,014.34	2,549.00		183.00	282.34		3,014.34
Zamboanga	297.10	439.00	450.00	800.00	175.00	2,161.10	1,504.00		189.00	460.90	7.20	2,161.10
Batanes		1,700.00	80.00	260.00		2,040.00	2,040.00					2,040.00
C. I. A. S. 1	212.64					212.64			212.64			212.64
Total	455,146.37	393,074.73	255,814.73	197,309.25	45,779.26	1,347,124.34	985,874.60	40,416.47	80,356.01	90,323.06	143,412.17	1,347,124.34

¹ Central Luzon Agricultural School.

When compared with statistics for the school year 1919-20, these figures show (1) an increase of ₱547,586.50 in the total of voluntary contributions, (2) an increase of ₱462,229.07 in the amount of voluntary contributions devoted to buildings and grounds, (3) an increase of ₱5,522.76 in the amount devoted to libraries, (4) an increase of ₱12,700.36 in the amount devoted to athletics, and (5) a decrease of ₱2,900.62 in the amount devoted to salaries.

The rate of increase in the total of voluntary contributions was 68 per cent; in the amount of voluntary contributions devoted to buildings and grounds, 88 per cent; in the amount devoted to libraries, 16 per cent; in the amount devoted to athletics, 19 per cent. The rate of decrease in the amount of voluntary contributions devoted to salaries was 30 per cent.

No. 23.—*Medical and Dental Examination of Pupils*

A table showing, by divisions and for the Islands, data on medical and dental examination of pupils in the public schools during 1921.

Division	Num-ber of Schools in Which Pupils Were Exam-ined	Number of Pupils Examined			Num-ber of Schools in Which Dental Clinics Were Held	Num-ber of School Dispen-saries with Trained Nurses in Charge	Num-ber of School Dispen-saries with Teachers in Charge	Number of Schools Visited		Number of Nurses Visiting Schools and Rendering Service to Pupils		Number of Nurses Visiting Homes of Pupils		Num-ber of Homes of Pupils Visited by Super-vising Teachers of Hygiene and San-itation
		By District Health Officers	By Municipal Health Officers	By Super-vising Teachers of Hygiene and San-itation				By Pro-vincial and Municipal Nurses	By Super-vising Teachers of Hygiene and San-itation	Pro-vincial and Municipal Nurses	Super-vising Teachers of Hygiene and San-itation	Total		
Manila	39	13,762	27,822		2			39		8		8		8
Abra	27	3,323	995					4	125	4	1	5	2	3
Albay	120	466	15,725	14,623	9			3	67	1	1	2	1	1
Antique	80		4,143	11,416		1	5	25						
Bataan	10		2,016		10									
Batanes	6	659												
Batangas	70	1,460	8,774	3,377	4			7	40	3		3	3	175
Bohol	52	506	10,677					5		1		1		
Bulacan	136		20,771			1		51	8	8		5	5	
Cagayan	88	1,544	10,424					37	3	3		3	3	
Camarines	100	3,045	8,180					11		2		2	2	
Capiz	50		12,320		1			8		5		5	3	
Cavite	40	3,362	6,462	13,360	8				52	1	1	2	1	190
Cebu	187	15,524	21,204					40		8		6	6	
C. L. A. S. ¹	1	60	40			1				1		1	1	
Ilocos Norte	34	96		13,869			17		34	1	1	1	1	226
Ilocos Sur	106	5,438	5,000	12,399				20	106	3	1	4	1	2
Iloilo	197	4,361	14,754	12,537	11			24	106	11	1	12	10	11
Isabela	28	3,476	4,850											
Laguna	51	4,496	15,363		7			9		5		5	3	3
Leyte	104	1,825	13,762											
Marinduque	13	411	2,420	4,019	1			18	34			1	1	138
Mindoro	45	56	1,972	88				39		1		1	1	1,045
Misamis	43	3,736	4,041	128				22	10	3		3	1	16
Mountain	26	2,229	1,769					15	6	6		6	5	5
Nueva Ecija	57	2,527	12,118											
Nueva Vizcaya	27	4,709						26	2	2		2	2	2

Occidental Negros	29	1,465	11,002	1,602	8	1	1	1	12	16	8	8	6	2	1	3	6	6	135
Oriental Negros	23	1,418	2,374	2,693					11		2	2	2			3	3		
Palawan	23	247	2,693								6	6	3						
Pampanga	41	4,868	8,330		1				2		2	2							
Pangasinan	134	9,613	25,732	35,373		3	1		49	114	2	2			1	5	4	1	228
Rizal	48	1,422	14,686						15		5	5				4	1		4
Romblon	33	4,425	14,305													5	1		1
Samar	72	4,779	7,600	16,552		1				94		2	2		2	2	2	2	538
Sorsogon	45	3,076	5,091	6,550					2	31	1	1	2	2	1	3	2	1	83
Surigao	2	275	1,377		1				1							2	2		
Tarlac	59	1,330	9,585	2,062	21				37	19	11	11	9	9	2	9	2	2	145
Tayabas	35	1,500	8,388	6,772					11	24	6	1	7	3	1	4	4	38	
Union	69	1,790	16,489	14,551		1				56	1	1	1	1	1	1	1	1	102
Zambales	18	2,246	8,191	205	1				2	1	2	2							
Normal School	2	2,031																	
Trade School	1	825																	
Total	2,369	113,179	343,455	169,513	84	8	72	507	507	968	123	16	139	91	16	107	4,029		
Mindanao and Sulu:																			
Agusan	21	1,204	1,182	1,810					2	47	1	1	2	1	1	2	2	67	
Bukidnon	3			1,408					2	30	2	1	3	2	1	3	2	95	
Cotabato	13	1,025	261		1				12		6	1	6	6	6	6			
Davao	40	529	1,503					3			1		1						
Lanao		504	1,023			1													
Sulu	3		510						3		1		1	1		1			
Zamboanga	21	500	1,288				9	51			3		3	1		1			
Grand total	2,467	116,944	349,222	172,751	84	11	81	580	580	1,045	137	18	155	102	18	120	4,191		

¹ Central Luzon Agricultural School.

When compared with statistics for the previous year, these figures show (1) a decrease of 276 in the number of schools in which pupils were examined, (2) an increase of 49,405 in the number of pupils examined by district health officers, (3) an increase of 108,665 in the number of pupils examined by municipal district health officers, (4) a decrease of 56,084 in the number of pupils examined by supervising teachers of hygiene and sanitation, (5) an increase of 51 in the number of schools in which dental clinics were held, and (6) a decrease of 2,541 in the number of homes of pupils visited by supervising teachers of hygiene and sanitation.

The rate of decrease in the number of schools in which pupils were examined was 10 per cent; in the number of pupils examined by supervising teachers of hygiene and sanitation, 25 per cent; in the number of homes of pupils visited by supervising teachers of hygiene and sanitation, 38 per cent.

The rate of increase in the number of pupils examined by district health officers was 73 per cent; in the number of pupils examined by municipal district health officers, 45 per cent; in the number of schools in which dental clinics were held, 155 per cent.

No. 24.—School Sites

A table showing, by divisions and for the Islands, the number of school sites, their classification, their area, their estimated value, and the method of acquisition (December 31, 1921).

Division	Number of School Sites					Area of School Sites in Square Meters				Estimated Value of School Sites				Summary		How Acquired				
	Municipal					Municipal				Municipal				Area in Square Meters	Estimated Value	Donation	Purchase			
	Insular and Provincial	Central	Barrio	First-Class	Second-Class	Provincial and Insular	Central	Barrio	Provincial and Insular	Central	Barrio	Number								
Manila	1	10	12			74,426.20	173,458.98						P445,824.57	P1,010,215.09	23	247,885.18	P1,456,039.66	7	11	5
Abra	3	14	2	3	31	642,055.00	284,274.30	236,464.50	28,800.00	10,285.00	P4,455.00		28,800.00	10,285.00	66	1,162,793.80	43,524.15	35	15	16
Albay	3	12	3	10	23	44,936.00	381,891.80	381,891.80	9,019.52	24,365.00	22,747.60		9,019.52	24,365.00	120	788,469.55	56,182.12	53	46	21
Antique	2	5	5	5	19	10,131.23	127,736.62	277,384.60	1,000.00	9,610.00	10,805.00		1,000.00	9,610.00	86	415,252.45	21,415.00	52	14	20
Bataan	1	7	3	3	3	1,918.00	206,098.76	41,851.65	590.00	11,475.00	2,330.00		590.00	11,475.00	28	249,868.41	14,395.00	16	10	2
Batanes							93,130.00	1,548.00		700.00	50.00			700.00	5	94,678.00	750.00			5
Batangas	1	23	2	11	21	32,391.00	320,696.00	248,174.50	7,000.00	35,243.90	14,730.00		7,000.00	35,243.90	87	601,261.80	56,973.90	57	24	6
Bohol	2	26	7	15	75	177,035.00	481,117.01	712,737.00	8,000.00	15,148.00	21,950.04		8,000.00	15,148.00	193	1,370,389.01	49,098.04	120	64	9
Bulacan	2	23	5	38	25	21	353,877.91	354,476.35	5,710.00	56,443.28	33,176.82		5,710.00	56,443.28	112	708,354.28	96,625.10	69	40	3
Cagayan	2	14	7	10	9	85,031.00	279,553.75	147,987.00		12,697.80	6,695.00			12,697.80	76	512,576.75	25,102.80	35	30	11
Camarines	1	19	7	14	24	82,600.00	228,763.00	251,598.79	8,200.00	21,837.00	7,315.00		8,200.00	21,837.00	100	582,961.79	37,852.00	59	22	19
Capiz	3	20	9	6	103	240,600.00	296,682.00	1,527,405.04	7,124.00	20,551.17	38,744.37		7,124.00	20,551.17	207	2,041,814.04	87,420.14	167	14	26
Cavite	2	15	2	13	24	171,709.00	591,557.09	1,424,654.78	4,850.00	55,122.00	25,944.00		4,850.00	55,122.00	208	1,836,078.38	85,916.00	98	30	9
Cebu	1	41	11	24	100	78,450.00	693,227.66	1,114,628.68	112,725.00	51,990.04	46,631.28		112,725.00	51,990.04	299	1,852,306.34	211,346.32	182	64	53
C. L. A. S. I.						6,578,529.68			259,942.34				259,942.34		1	6,578,529.68	259,942.34			
Ilocos Norte	2	13	5	8	82	415,419.00	200,463.00	1,726,654.25	13,350.00	14,635.10	49,813.56		13,350.00	14,635.10	211	2,342,536.25	77,704.66	167	32	12
Ilocos Sur	3	21	9	13	136	7,320.00	370,696.15	1,772,311.18	4,840.00	20,421.34	37,764.21		4,840.00	20,421.34	203	2,350,327.33	63,031.55	141	39	23
Iloilo	1	34	2	11	197	89,580.00	591,557.09	1,424,654.78	40,000.00	128,881.35	31,324.44		40,000.00	128,881.35	283	2,105,321.87	240,861.75	218	41	24
Isabela	2	12	1	5	36	128,152.00	311,376.00	533,635.00	2,530.00	4,400.00	7,615.00		2,530.00	4,400.00	61	973,163.00	14,545.00	18	20	23
Laguna	1	24	4	17	20	60,000.00	409,537.25	225,882.84	24,000.00	132,430.00	32,098.00		24,000.00	132,430.00	88	695,420.09	188,528.00	29	43	16
Leyte	1	38	15	19	156	292,204.86	673,876.38	1,637,113.37	10,000.00	50,720.00	43,447.00		10,000.00	50,720.00	464	2,603,199.61	104,167.00	344	56	64
Marinduque	4	1	3				63,590.00			11,700.00			11,700.00		8	63,590.00	11,700.00		2	4
Mindoro	1	1	3	5	30	120,000.00	163,747.60	423,562.00	14,000.00	5,225.00	5,730.00		14,000.00	5,225.00	72	707,309.60	24,955.00	45	5	22
Misamis	1	4	2		3	75,487.00	118,065.00	42,504.00	6,000.00	8,550.00	865.00		6,000.00	8,550.00	14	236,056.00	15,415.00	3	7	4

Mountain	8	2	2	4	3	3	2,643	920.00	36,762.00	3,958,892.00	42,350.00	375.00	7,739.85	24	6,698,674.00	50,464.85	3	21
Nueva Ecija	1	18	6	1	16	8	35,085.00	293,228.88	155,756.00	500.00	18,350.00	5,560.00	53	424,069.88	24,410.00	31	17	5
Nueva Vizcaya	4	14	1	2	32	2	1,182,195.00	903,810.00	1,062,325.00	12,700.00	7,550.00	6,110.00	55	3,148,330.00	26,360.00	52	21	54
Occidental Negros	1	18	4	9	44	24	51,452.00	473,445.46	688,410.88	11,910.00	64,545.30	83,520.50	103	1,213,308.34	109,975.80	52	21	30
Oriental Negros	1	15	6	5	15	19	15,250.73	202,685.75	353,791.39	15,250.00	31,834.50	8,418.19	114	571,727.87	55,502.69	55	17	42
Palawan	3	7	3	9	2	7	2,060,916.60	148,532.76	228,792.87	12,700.00	2,802.82	1,045.00	31	2,438,242.23	16,547.82	4	38	24
Pampanga	2	16	7	11	4	14	41,312.65	351,153.26	14,466,624.67	61,748.00	67,090.14	28,008.60	118	14,859,090.58	156,776.74	81	28	9
Pangasinan	1	9	26	14	5	9	82,128,586.00	682,694.93	178,750.50	6,910.00	75,970.36	8,303.08	96	940,031.43	100,183.44	42	33	21
Rizal	4	11	4	13	8	16	116,405.39	196,158.37	107,602.60	67,286.07	75,920.26	46,087.95	57	491,166.36	189,274.28	22	26	9
Romblon	1	4	1	5	9	8	38,793.00	88,238.00	387,081.37	46,550.00	28,441.30	17,260.40	36	514,112.37	92,251.70	17	2	17
Samar	2	45	4	5	56	12	2,624,304.00	1,183,047.10	779,384.00	21,000.00	32,860.00	9,493.00	169	4,586,735.10	61,489.00	135	30	4
Sorsogon	2	18	7	5	74	14	7,245,424.00	209,770.33	626,790.40	68,810.00	32,860.00	16,107.00	122	1,081,984.73	117,777.00	84	34	4
Surigao	1	6	5	9	7	5	24,106,379.00	134,945.00	1,021,243.00	42,500.00	34,371.66	13,145.00	57	1,282,567.00	90,016.66	33	4	20
Tarlac	3	14	1	7	14	5	30,92,139.00	92,139.00	180,745.10	18,522.00	20,216.96	9,900.25	74	521,963.74	48,639.21	44	11	19
Tayabas	1	23	4	14	7	3	59,837.00	358,005.86	68,739.60	30,000.00	59,611.12	2,605.00	60	486,582.46	92,216.12	23	24	13
Union	1	13	5	5	37	23	72,557.00	192,849.40	511,662.41	27,837.00	38,414.50	22,781.00	97	777,068.81	89,032.50	40	41	16
Zambales	4	11	1	5	14	6	7,067,064.00	141,633.74	161,635.50	7,050.00	12,226.60	4,136.00	48	6,370,333.24	23,412.60	25	16	7
Total	75	620	198	329	1,530	567	875,24,965	872,34,12,755	1,507,128.50	2,323,211.74	692,484.74	4,194	75,925,101.03	4,522,824.98	2,535	948	711	
Mindanao and Sulu:																		
Agusan	31	3	4	8	1	6,282	532.00	120,639.58	143,525.00	45,950.00	12,750.00	2,840.00	47	6,546,746.58	61,540.00	6	2	39
Bukidnon	3	3	3	6	2	2	866,977.20	1,005,516.00	4,500.00	7,700.00	104,600.00	156,522.00	14	1,872,493.20	12,200.00	8	14	14
Cotabato	1	15	1	1	71	4	2,101,814.00	1,955,636.75	16,683,992.00	5,000.00	3,572.39	27,970.22	95	18,721,442.75	266,122.00	8	7	80
Davao	7	1	1	68	6	3	237,702.00	7,420,936.00	18,522.00	5,652.33	9,735.00	74	11,330,337.46	41,542.61	23	2	61	
Lanao	7	16	6	2	36	4	3,002,530.00	2,625,779.46	5,702,028.00	5,850.00	3,200.00	11,735.00	28	996,113.00	14,935.00	9	41	24
Sulu	1	1	2	23	3	40	658.00	935,455.00	8,000.00	3,674.00	70,467.37	76	5,539,112.62	82,141.37	10	10	28	
Zamboanga	1	2	2	4	52	1	27,000.00	66,622.00	5,435,490.62	8,000.00	2,461,160.46	979,454.33	4,614,128,589	984.64	5,012,543,292	2,591,010	1,010	1,013
Grand total	115	667	211	342	1,794	537	898,34,379	798,34,18,679	1,571,928.50	2,461,160.46	979,454.33	4,614,128,589	984.64	5,012,543,292	2,591,010	1,010	1,013	

1 Central Luzon Agricultural School.

When compared with statistics for December 31, 1920, the figures in Table 24 show (1) an increase of 573 in the total number of school sites, (2) an increase of 40,716,093.96 square meters in the total area of all school sites, and (3) an increase of ₱301,917.45 in the total estimated value of all school sites.

The rate of increase in the total number of school sites was 14 per cent; in the total area of all school sites, 46 per cent; in the total estimated value of all school sites, 6 per cent.

No. 25.—*Permanent, Mixed-Material, and Temporary School Buildings*

A table showing, by divisions and for the Islands, the number and the cost of permanent, mixed-material, and temporary school buildings owned by the Insular, provincial, and municipal governments (December 31, 1921).

Division	Num-ber of Schools	Standard Plan			Reconstruction			Special			Total	
		Build-ings	Rooms	Cost	Build-ings	Rooms	Cost	Build-ings	Rooms	Cost	Build-ings	Rooms
Manila	45	8	148	P830,731.13					328	P1,293,220.05	32	476
Abra	88	4	22	60,013.79					1	1,000.00	7	32
Albay	206	32	123	344,420.16	2	9	P8,600.00		54	89,274.22	46	205
Antique	120	5	33	90,468.77	3	15	9,700.00		6	2,948.91	9	54
Bataan	43	7	47	149,110.11	1	11	6,000.00		17	10,785.01	12	75
Batanes	17											
Batangas	178	25	110	352,898.85					5	8,894.10	2	5
Bohol	311	16	89	289,663.79	4	28	26,855.44		56	109,418.07	39	194
Bulacan	204	19	113	281,001.98	10	42	52,330.76		11	55,317.93	37	181
Cagayan	203	8	44	142,797.49	5	7	3,636.99		109	255,110.53	43	229
					2	10	4,247.17		47	99,691.16	20	101
Camarines	205	18	83	248,174.23					33	89,444.18	28	118
Capiz	220	15	80	342,876.41	1	2	4,769.20		30	35,570.83	26	113
Cavite	86	18	83	283,564.28	1	3	6,000.00		37	79,917.19	24	133
Cebu	467	31	173	528,011.05	4	13	14,191.65		80	145,864.22	51	271
Central Luzon Agricultural School	2	2	8	17,800.00					117	125,565.02	41	125
Ilocos Norte	215	17	79	224,976.03	9	38	55,701.42		29	75,870.54	32	146
Ilocos Sur	228	14	70	196,380.84	6	27	30,708.39		96	123,124.87	36	193
Iloilo	328	16	97	275,906.71	9	56	65,201.79		95	200,509.83	43	248
Isabela	103	5	32	123,945.58	2	7	2,329.61		17	27,931.01	12	56
Laguna	121	29	174	517,891.31	12	71	107,096.41		64	77,993.00	51	309
Leyte	387	43	142	358,441.20					49	158,693.74	78	275
Marinduque	64	5	33	102,248.33	22	84	186,305.50		19	25,928.36	11	60
Mindoro	95	5	24	122,822.26	1	8	4,500.00		13	27,562.46	13	43
Misamis	173	8	43	155,915.60	3	10	11,170.00		16	48,000.00	15	69
Mountain	159				1	2	3,700.00		108	144,029.38	24	110
Nueva Ecija	234	15	69	163,367.45	2	9	18,731.93		41	31,950.00	24	119
Nueva Vizcaya	45	5	22	53,040.40					13	38,522.66	8	35
Occidental Negros	189	16	80	188,650.62	3	12	10,300.00		52	127,824.40	31	144
Oriental Negros	190	9	67	266,063.22	2	18	33,130.18		27	47,661.22	19	112
Palawan	105	2	6	18,250.84	1	7	7,589.18		11	19,861.05	7	24

Pampanga	142	18	136	370,952.78	2	11	11,983.30	6	44	132,848.28	26	191	515,784.36
Pangasinan	441	25	156	386,025.04	5	36	42,474.33	10	85	174,786.04	40	277	603,285.41
Rizal	136	14	82	311,709.12	6	35	31,070.68	14	65	63,811.65	34	182	406,591.45
Romblon	67	4	22	42,425.78	1	9	5,000.00	6	35	23,527.18	11	62	70,952.96
Samar	259	21	129	437,859.35	1	10	13,078.15	1	6	8,295.00	23	145	459,232.50
Sorsogon	187	17	77	170,456.15									
Surigao	138	9	33	113,825.01	4	14	15,981.64	4	36	200,870.32	21	113	371,338.47
Tarlac	163	28	103	379,204.31									
Tayabas	189	19	157	527,731.61	4	24	30,402.27	22	131	47,652.91	32	198	181,797.72
Union	115	9	60	201,431.12	7	54	50,638.79	3	21	192,905.13	45	312	426,887.22
Zambales	79	6	38	103,953.47	2	22	10,300.00	4	26	40,000.00	19	135	731,089.01
Nautical School	1	1	8	38,086.42									
Normal School	3												
Trade School	2												
Total	6,953	568	3,085	9,813,162.59	143	750	952,474.49	395	2,246	5,541,374.24	1,106	6,091	16,307,011.32
Mindanao and Sulu:													
Agusan	89	4	20	73,938.70				14	47	61,825.79	18	67	135,754.49
Bukidnon	83							5	27	31,280.56	5	97	31,280.56
Cotabato	134							5	33	56,369.14	5	33	56,369.14
Davao	129	4	15	44,576.19							4	15	44,576.19
Lanao	84	2	6	11,500.00				11	37	35,026.95	13	43	46,526.95
Sulu	72	2	16	66,202.56									
Zamboanga	115	3	21	89,620.72				3	12	25,599.32	5	28	91,801.88
Grand total	7,659	583	3,173	10,098,990.76	143	750	952,474.49	439	2,443	6,173,929.05	1,165	6,366	17,225,394.30

No. 25.—Permanent, Mixed-Material, and Temporary School Buildings—Continued

Division	Mixed-Material			Temporary			Summary		
	Buildings	Rooms	Cost	Buildings	Rooms	Cost	Buildings	Rooms	Cost
Manila	3	3	\$966.00				35	479	\$2,124,917.18
Alba	12	22	10,990.00	24	28	\$4,070.00	43	82	84,873.79
Albay	28	36	16,606.98	70	90	25,210.69	144	331	522,698.36
Antique	2	7	6,814.90	98	275	52,503.60	109	336	162,436.18
Bataan	7	24	10,111.50	9	15	4,750.54	28	114	180,757.16
Batanes	7	8	4,772.48				9	13	13,166.58
Batangas	30	54	23,765.78	76	105	34,556.96	145	353	547,495.10
Bohol	98	244	91,936.20	120	268	57,883.50	255	691	547,032.18
Bulacan	28	70	47,847.56	90	156	54,426.41	161	455	642,023.87
Cagayan	24	63	21,156.88	99	167	34,707.04	143	331	302,598.74
Camarines	52	123	158,542.59	69	84	23,559.10	149	325	524,489.30
Capiz	15	59	31,029.57	117	248	41,288.17	158	420	456,744.98
Cavite	9	23	15,558.89	7	29	6,884.01	40	185	406,116.02
Cebu	66	173	101,822.87	160	279	46,671.60	277	723	843,532.04
Central Luzon Agricultural School	8	13	6,700.00				49	138	150,065.02
Ilocos Norte	31	55	13,008.70	60	114	17,638.20	123	315	387,194.89
Ilocos Sur	24	55	19,434.81	130	255	40,718.68	190	503	410,867.09
Iloilo	25	94	82,483.74	248	534	147,578.79	316	876	777,890.86
Isabela	13	33	23,622.76	39	81	34,459.00	64	170	212,337.96
Laguna	13	35	32,974.11	14	26	11,989.74	78	370	747,944.57
Leyte	100	157	99,985.34	175	211	63,781.15	353	643	867,906.93
Marinduque	1	3	9,600.00				12	63	133,976.04
Mindoro	5	17	15,000.00	15	23	4,654.45	33	83	170,039.17
Misamis	7	24	16,146.68				23	94	231,432.26
Mountain	48	121	31,009.21	71	156	27,710.18	143	387	208,448.77
Nueva Ecija	2	9	4,259.20	35	41	6,253.40	61	169	224,561.98
Nueva Vizcaya	13	34	23,311.73	23	43	14,147.65	44	112	129,022.44
Occidental Negros	50	105	57,592.57	64	99	25,991.15	145	348	410,358.74
Oriental Negros	19	62	23,044.98	97	178	28,622.65	135	362	400,542.55
Palawan	11	36	20,049.84	52	84	23,286.44	70	144	89,009.55
Pampanga	21	70	67,809.56	47	80	44,157.11	94	341	627,751.03
Pangasinan	32	128	88,214.31	58	92	18,959.79	130	495	710,459.51
Rizal	16	50	39,000.45	7	12	4,534.41	57	244	450,126.31
Romblon	6	14	9,756.85	29	52	9,526.61	46	132	90,236.42
Samar	17	48	77,259.62	107	193	70,838.85	147	386	607,330.97

Sorsogon.....	9	16	14, 169.94	7	17	5, 743.52	32	126	348, 049.62
Surigao.....	19	40	26, 816.35	38	63	39, 024.42	74	171	233, 638.46
Tarlac.....	3	5	3, 000.00	34	79	26, 963.09	69	213	436, 891.31
Tayabas.....	11	39	12, 000.00	11	23	9, 926.00	67	374	773, 015.01
Union.....	7	29	16, 715.09	58	210	21, 373.11	84	374	330, 158.11
Zambales.....	4	12	5, 475.56	26	46	8, 618.84	42	144	178, 466.17
Nautical School.....							1	1	38, 096.42
Normal School.....							2	112	755, 741.26
Trade School.....							2	12	221, 733.66
Total.....	896	2, 211	1, 372, 762.70	2, 385	4, 455	1, 079, 160.85	4, 387	12, 757	18, 758, 934.27
Mindanao and Sulu:									
Agusan.....	12	29	31, 657.58	73	171	33, 744.18	103	267	201, 156.25
Bukidnon.....	4	9	2, 700.00	41	61	19, 072.21	50	97	53, 052.77
Cotabato.....	30	75	47, 580.36	73	170	37, 677.32	106	278	141, 697.42
Davao.....	6	10	15, 978.46	71	112	15, 721.00	91	137	76, 275.65
Lanao.....	38	71	30, 710.06	96	139	39, 306.40	147	303	116, 543.41
Sulu.....	14	63	58, 130.51	49	150	15, 333.92	68	241	165, 266.31
Zamboanga.....	61	123	93, 298.06	14	26	6, 746.00	84	211	612, 117.88
Grand total.....	1, 061	2, 591	1, 652, 797.73	2, 802	5, 334	1, 246, 762.48	5, 028	14, 291	20, 124, 954.51

When compared with statistics for December 31, 1920, the figures in Table 25 show (1) an increase of 119 in the total number of permanent school buildings, (2) an increase of 772 in the number of rooms in permanent school buildings, (3) an increase of 95 in the number of mixed-material buildings, (4) an increase of 198 in the number of rooms in mixed-material buildings, (5) an increase of 751 in the number of temporary buildings, (6) an increase of 1,580 in the number of rooms in temporary buildings, (7) an increase of 965 in the total number of all kinds of buildings, and (8) an increase of 2,550 in the total number of rooms in all buildings.

The rate of increase in the total number of permanent school buildings is 11 per cent; in the number of rooms in permanent school buildings, 14 per cent; in the number of mixed-material buildings, 10 per cent; in the number of rooms in mixed-material buildings, 8 per cent; in the number of temporary buildings, 37 per cent; in the number of rooms in temporary buildings, 42 per cent; in the total number of all kinds of buildings, 24 per cent; in the total number of rooms in all buildings, 22 per cent.

No. 26.—*Insular Funds for School-Building Construction*

A table showing, by provinces and for the Islands, the Insular funds used for the construction of municipal, provincial, and Insular school buildings (December 31, 1921).

Division	Municipal School Buildings			Provincial School Buildings	Insular School Buildings	Total for All School Buildings
	Gabalton Aid	Other Aid	Total Aid			
Manila.....		P153,846.86	P153,846.86		P1,514,000.00	P1,667,846.86
Abra.....	P10,000.00	23,000.00	33,000.00	P20,000.00		53,000.00
Albay.....	133,454.99	51,000.00	184,454.99	118,000.00		302,454.99
Antique.....	37,000.00	21,000.00	58,000.00	13,500.00		71,500.00
Bataan.....	42,360.00	25,000.00	67,360.00	6,000.00		73,360.00
Batanes.....	19,900.45	7,000.00	26,900.45	5,000.00		31,900.45
Batangas.....	128,804.86	11,000.00	239,804.86	63,000.00		302,804.86
Bohol.....	113,708.35	36,000.00	149,708.35	74,500.00		224,208.35
Bulacan.....	117,914.30	95,900.00	213,814.30	21,378.74		235,193.04
Cagayan.....	54,690.00	41,500.00	96,190.00	70,000.00		166,190.00
Camarines.....	73,136.80	41,000.00	114,136.80	73,000.00		187,136.80
Capiz.....	75,525.57	25,000.00	100,525.57	79,590.00		180,115.57
Cavite.....	103,182.00	80,600.00	183,782.00	22,775.00		206,557.00
Cebu.....	152,862.84	112,500.00	265,362.84	307,000.00		572,362.84
Ilocos Norte.....	98,660.05	58,000.00	156,660.05	352,000.00		508,660.05
Ilocos Sur.....	102,520.25	50,273.14	152,793.39	37,000.00		189,793.39
Iloilo.....	113,581.45	5,500.00	119,081.45	211,517.32		330,598.77
Isabela.....	29,500.00	35,000.00	64,500.00	35,000.00		99,500.00
Laguna.....	151,975.07	75,127.03	227,102.10	56,000.00		283,102.10
Leyte.....	229,737.65	76,000.00	305,737.65	64,500.00		370,237.65
Marinduque.....	39,963.52		39,963.52	41,500.00		81,463.52
Mindoro.....	40,601.00	26,000.00	66,601.00	61,500.00		128,101.00
Misamis.....	36,590.00	53,000.00	89,590.00	22,000.00		111,590.00
Mountain.....	20,000.00	127,189.72	147,189.72	107,000.00	291,416.00	545,605.72
Nueva Ecija.....	68,987.18	39,650.00	108,637.18	59,000.00	249,066.64	416,703.82
Nueva Vizcaya.....	30,800.00	91,350.00	122,150.00	39,000.00		161,150.00
Occidental Negros.....	93,666.66	45,500.00	139,166.66	14,500.00		153,666.66
Oriental Negros.....	49,997.94	21,400.00	71,397.94	61,000.00		132,397.94
Palawan.....	23,474.55	6,500.00	29,974.55	5,200.00		35,174.55
Pampanga.....	118,600.00	101,500.00	220,100.00	53,985.28		274,085.28
Pangasinan.....	153,745.23	67,000.00	220,745.23	158,300.00		379,045.23
Rizal.....	81,644.81	46,800.00	128,444.81	17,252.75	467,500.00	613,197.56
Romblon.....	24,500.00	11,000.00	35,500.00	18,000.00		53,500.00
Samar.....	103,426.21	42,000.00	145,426.21	134,000.00		279,426.21
Sorsogon.....	81,672.82	10,433.83	92,106.65	30,021.23		122,127.88
Surigao.....	85,067.50	18,000.00	103,067.50	17,500.00		120,567.50
Tarlac.....	103,357.02	41,000.00	144,357.02	72,793.03		217,150.05
Tayabas.....	81,960.89	75,446.00	157,406.89	29,907.06		187,313.95
Union.....	96,800.00	64,000.00	160,800.00	51,000.00		211,800.00
Zambales.....	44,383.50	36,000.00	80,383.50	24,000.00		104,383.50
Mindanao and Sulu:						
Agusan.....	18,100.00	77,450.00	95,550.00	1,500.00		97,050.00
Bukidnon.....		54,650.00	54,650.00	4,200.00		58,850.00
Cotabato.....	10,000.00		10,000.00	40,500.00		50,500.00
Davao.....	41,500.00	12,000.00	53,500.00	31,070.00		84,570.00
Lanao.....	5,000.00	45,000.00	50,000.00	5,000.00		55,000.00
Sulu.....	58,500.00	20,480.00	78,980.00	40,000.00		118,980.00
Zamboanga.....	15,000.00	134,000.00	149,000.00	356,430.00		505,430.00
Miscellaneous.....	4,546.54		4,546.54			4,546.54
Total.....	3,320,400.00	2,391,596.58	5,711,996.58	3,125,920.41	2,521,982.64	11,359,899.63

Insular school buildings include: in Manila, the buildings at the Philippine Normal School and the Philippine School of Arts and Trades; in the Mountain Province, the buildings at the Baguio Industrial School and the Trinidad Agricultural School stock farm; in Nueva Ecija, the buildings at the Central Luzon Agricultural School; in Rizal, the buildings at the Philippine Nautical School and the School for the Deaf and the Blind.

Provincial school buildings include: in Cebu, the Eastern Visayan Normal School building; in Ilocos Norte, the Northern Luzon Normal School building; in Iloilo, the Western Visayan Normal School building; in Zamboanga, the Zamboanga Normal School building. (These normal schools are not for the benefit of one province only, but they are for the benefit of neighboring provinces as well.)

No. 27.—*Insular, Provincial, and Municipal Expenditures for School Purposes during the Period 1912 to 1920*

Year	Insular		Provincial	Municipal	Total
	Instruction and Administration	Public Works			
1911-1912 ^a	P3,906,455.95	P348,066.39	P277,272.43	P2,211,091.36	P6,742,886.13
1912-1913 ^b	3,991,034.73	479,836.22	386,421.10	2,455,660.18	7,312,952.23
1913 (6 months ^c)	2,391,688.41	401,185.16			2,792,873.57
1914	4,080,055.98	509,678.01	472,538.29	2,303,304.34	7,365,576.62
1915	4,174,106.54	731,189.62	443,166.96	2,164,813.69	7,513,276.81
1916	4,323,719.10	383,996.88	463,843.76	2,394,787.79	7,566,347.53
1917	4,800,205.84	376,582.58	431,018.20	3,614,514.70	9,222,321.32
1918	5,339,651.34	727,625.99	715,614.63	4,098,808.01	10,881,699.97
1919	8,460,538.20	1,626,911.72	468,124.58	3,715,552.05	14,271,126.55
1920	11,905,121.61	897,126.22	1,050,492.28	4,358,799.59	18,211,539.70
	53,372,577.70	6,482,198.79	4,708,492.23	27,317,331.71	91,880,600.48

^a July 1, 1911, to June 30, 1912.

^b July 1, 1912, to June 30, 1913.

^c July 1, 1913, to December 31, 1913.

No. 28.—*Operation Statement for 1921*

EXHIBIT A.—BALANCE SHEET, DECEMBER 31, 1921

	December 31—		Increase (+) Decrease (—)
	1921	1920	
ASSETS			
Fixed property:			
Land	P643,907.57	P639,647.77	+ P4,259.80
Public works and improvements	1,851,397.71	1,882,185.59	+ 19,212.12
Equipment	591,189.47	580,413.26	+ 10,776.21
Total fixed property	3,086,494.75	3,052,246.62	+ 34,248.13
Working assets:			
Supplies and materials	882,873.11	389,787.41	+ 493,085.70
Sales stock	84,758.06	174,614.50	— 89,856.44
Work in process	6,859.37	7,932.48	— 1,073.11
Deferred charges	1,035.19	856.11	+ 179.08
Total working assets	975,525.73	573,190.50	+ 402,335.23
Current assets:			
Accounts receivable	10,957.60	8,877.29	+ 2,080.31
Cash—			
In treasury	1,046,137.01	799,465.03	+ 246,671.98
In hands of officers	78,581.50	116,313.65	— 37,732.15
Total current assets	1,135,676.11	924,655.97	+ 211,020.14
Total assets	5,197,696.59	4,550,093.09	+ 647,603.50
LIABILITIES			
Capital:			
Fixed capital (see Exhibit B)	3,086,494.75	3,052,246.62	+ 34,248.13
Current capital (see Exhibit C)	235,694.53	576,921.53	— 341,227.00
Total capital	3,322,189.28	3,629,168.15	— 306,978.87
Treasury advances	975,525.73	573,190.50	+ 402,335.23
Current liabilities:			
Accounts payable	627,782.59	142,409.36	+ 485,373.23
Civil Service Trust Fund	102,226.20	70,714.43	+ 31,511.77
Accrued leave	168,781.34	133,517.38	+ 35,263.96
Undistributed collections	955.48	876.83	+ 78.65
Insurance reserve	235.97	216.44	+ 19.53
Total current liabilities	899,981.58	347,734.44	+ 552,247.14
Total liabilities	5,197,696.59	4,550,093.09	+ 647,603.50

No. 28.—Operation Statement for 1921—Continued

EXHIBIT B.—STATEMENT OF FIXED PROPERTY ACCOUNTS

	December 31—		Increase (+) Decrease (—)
	1921	1920	
Balance, December 31, 1920, 1919	P3,052,246.62	P2,980,124.83	+ P72,121.79
Deduct—			
Inventory adjustments	(2,612.51)	(2,641.95)	— (29.44)
Balance, December 31, 1920, 1919, as adjusted	3,049,634.11	2,977,482.88	+ 72,151.23
Debits:			
Acquisition by purchase	32,080.79	52,180.93	— 20,100.14
Acquisition by interbureau transfer	11,594.97	341.85	+ 11,253.12
Acquisition by construction	5,064.05	44,062.20	— 38,998.15
Plant assets brought into account	12,420.00		+ 12,420.00
Total debits and balances, December 31, 1921, 1920	3,110,793.92	3,074,067.86	+ 36,726.06
Credits:			
Dropped by sales	958.79	1,350.51	— 391.72
Dropped by interbureau transfer	5,492.47	1,685.39	+ 3,807.08
Dropped by transfer to local governments	458.38	2,037.18	— 1,578.80
Equipment destroyed by fire	19.53		+ 19.53
Drums returned to Bureau of Supply	1,575.00		+ 1,575.00
Losses	2,093.33	5,777.51	— 3,684.18
Depreciation accruals	13,701.67	10,970.65	+ 2,731.02
Total credits	24,299.17	21,821.24	+ 2,477.93
Balance, December 31, 1921, 1920	3,086,494.75	3,052,246.62	+ 34,248.13

EXHIBIT C.—STATEMENT OF CURRENT CAPITAL ACCOUNT ¹

	December 31—		Increase (+) Decrease (—)
	1921	1920	
Balance, December 31, 1920	P576,921.53	P446,104.64	+ P130,816.89
Credits:			
Allotment from public revenues	14,228,446.08	13,168,503.47	+1,059,942.61
Receipts from operation:			
Sales income	P127,665.45		
Sales of fixed assets	1,023.67		
	128,689.12	83,752.24	+ 44,936.88
Total balance and credits	14,934,056.73	13,698,360.35	+1,235,696.38
Reversion (deduct)	255,847.73	235,438.75	+ 20,408.98
Total current capital	14,678,209.00	13,462,921.60	+1,215,287.40
Debits:			
Total expense current appropriation:			
Net expense	P8,386,605.29		
Income reverted considered as reducing expense	255,847.73		
	8,642,453.02	12,140,560.36	—3,498,107.34
Total expense, miscellaneous appropriation	5,927,220.06	897,126.22	+5,030,093.84
Total expense	14,569,673.08	13,037,686.58	+1,531,986.50
Service and miscellaneous income (deduct)	127,158.61	151,686.51	— 24,527.90
Total net expense	14,442,514.47	12,886,000.07	+1,556,514.40
Balance, December 31, 1921 (see Exhibit A)	235,694.53	576,921.53	— 341,227.00

¹ For details, see Exhibits D and E.

No. 28.—Operation Statement for 1921—Continued

EXHIBIT D.—STATEMENT OF APPROPRIATION ACCOUNT

Item	Fiscal Year 1921	Fiscal Year 1920	Increase (+) Decrease (—)
Authorization:			
New appropriation for the year	P14, 228, 446.08	P13, 168, 503.47	+ P1, 059, 942.61
Public-service appropriation, 1921, Act 2935; 1920, Act 2875	8, 230, 339.00	8, 230, 339.00	-----
Extension of free elementary instruction, Act 2782	6, 305, 400.00	3, 919, 000.00	+ 2, 386, 400.00
Appropriation for purchase, publication, and distribution of "The Junior Citizen," Act 2937	30, 000.00	-----	+ 30, 000.00
Appropriation for construction of poultry house with fencing and brooder house with cellar at Trinidad Stock Farm (transferred from Bureau of Agriculture)	3, 000.00	-----	+ 3, 000.00
Appropriation for rental of buildings and grounds, Emergency Board allotment, Resolution 97	5, 981.67	-----	+ 5, 981.67
Appropriation for buildings, sites, and irrigation, Central Luzon Agricultural School, Act 2980	15, 000.00	-----	+ 15, 000.00
Appropriation for buildings, high schools, Emergency Board allotment, Resolution 78, for completion of Marinduque High School	-----	4, 000.00	— 4, 000.00
Appropriation for buildings and sites, normal schools, Act 2898	-----	400, 000.00	— 400, 000.00
Appropriation for buildings and sites, central and barrio schools, Act 2898	-----	450, 000.00	— 450, 000.00
Appropriation for buildings, sites, and irrigation, agricultural schools, Act 2898	-----	60, 000.00	— 60, 000.00
Appropriation for buildings, Central Luzon Agricultural School, Act 2898	-----	40, 000.00	— 40, 000.00
Appropriation for buildings and sites, non-Christian and special provinces, Act 2898	-----	50, 000.00	— 50, 000.00
Appropriation for buildings and sites, non-Christian and special provinces, Emergency Board allotment, Resolution 55	-----	12, 000.00	— 12, 000.00
Reversion of authorization in excess of requirements	(81, 674.59)	(557.35)	— 81, 117.24
Indefinite appropriation, Act 357	-----	3, 721.82	— 3, 721.82
Reduction of public-service appropriation, Act 2935, by Emergency Board Resolution 37	(20, 500.00)	-----	— 20, 500.00
Reduction of public-service appropriation, Act 2935, by Emergency Board Resolution 59	(79, 100.00)	-----	— 79, 100.00
Reversion of balance of appropriation for buildings and sites, normal schools, Act 2898, by Emergency Board Resolution 59	(180, 000.00)	-----	— 180, 000.00
Appropriation balances from prior year	576, 921.53	446, 104.64	+ 130, 816.89
Public-service appropriation, 1920, Act 2875	12, 406.94	-----	+ 12, 406.94
Appropriation for buildings and sites, non-Christian and special provinces, Filipino Girls' Dormitory, Baguio, Act 2736	1, 006.20	1, 006.20	-----
Appropriation for construction of two cottages, Baguio, Act 2736	8, 766.20	10, 472.97	— 1, 706.77
Appropriation for purchase and improvement of necessary land for Philippine Nautical School, Act 2736	4, 259.80	4, 259.80	-----
Appropriation for purchase and improvement of necessary land for Philippine Normal School, and Philippine School of Arts and Trades, Act 2736	120, 620.74	124, 280.74	— 3, 660.00
Appropriation for buildings and sites, normal schools, Act 2898	180, 000.00	50, 000.00	+ 130, 000.00
Appropriation for buildings and sites, central and barrio schools, Act 2898	218, 000.00	95, 400.00	+ 122, 600.00
Appropriation for buildings, sites, and irrigation, agricultural schools, Act 2898	10, 000.00	45, 000.00	— 35, 000.00
Appropriation for buildings, Central Luzon Agricultural School, Act 2898	(638.35)	106.44	— 744.79
Appropriation for buildings and sites, non-Christian and special provinces, Act 2898	22, 500.00	-----	+ 22, 500.00
Appropriation for the construction of dormitory and garage, Baguio, Act 2736	-----	2, 585.09	— 2, 585.09
Appropriation for buildings, high schools, Act 2786	-----	110, 000.00	— 110, 000.00
Appropriation for irrigation, Central Luzon Agricultural School, Act 2786	-----	2, 993.40	— 2, 993.40
Net authorization	14, 805, 367.61	13, 614, 608.11	+ 1, 190, 759.50

No. 28.—*Operation Statement for 1921*—Continued

EXHIBIT D.—STATEMENT OF APPROPRIATION ACCOUNT—Continued

Item	Fiscal Year 1921	Fiscal Year 1920	Increase (+) Decrease (—)
Conversions and balances:			
Appropriation charges	P14, 569, 673. 08	P13, 037, 686. 58	+P1, 531, 986. 50
Salaries	3, 194, 878. 60	2, 859, 100. 80	+ 335, 777. 80
Bonuses	423, 307. 69	565, 305. 82	— 141, 998. 13
Wages	97, 764. 34	88, 379. 86	+ 9, 384. 48
Travel expense of personnel	338, 215. 22	335, 935. 57	+ 2, 279. 65
Freight, express, and delivery service	32, 943. 89	33, 189. 95	— 246. 06
Postal, telegraph, telephone, and cable service	27, 365. 15	29, 108. 74	— 1, 743. 59
Illumination and power service	10, 697. 08	10, 338. 21	+ 358. 87
Miscellaneous service	27, 381. 60	42, 992. 22	— 15, 610. 62
Rental of buildings and grounds	13, 981. 67	11, 000. 00	+ 2, 981. 67
Consumption of supplies and materials	1, 144, 314. 94	1, 160, 605. 28	— 16, 290. 34
Printing and binding reports, documents, and publications	9, 771. 08	7, 661. 60	+ 2, 109. 48
Cash contribution and gratuities (other than to local governments)	43, 973. 20	43, 756. 10	+ 217. 10
Travel expense of persons not government employees	868. 96	5, 461. 07	— 4, 592. 11
Maintenance and repair (contract payment only)	6, 915. 80	10, 163. 67	— 3, 247. 87
Purchase of equipment	25, 390. 52	41, 593. 06	— 16, 202. 54
Purchase of public works	11, 051. 92	51, 226. 22	— 40, 174. 30
Deterioration of supplies and sales stock	3, 079. 47	3, 390. 51	— 311. 04
Extraordinary losses	236. 81	340. 90	— 104. 09
Cash contribution to local governments	9, 157, 535. 14	7, 738, 137. 00	+ 1, 419, 398. 14
Appropriation balances carried forward	235, 694. 53	576, 921. 53	— 341, 227. 00
Appropriation for purchase, publication, and distribution of "The Junior Citizen," Act 2937	30, 000. 00		+ 30, 000. 00
Appropriation for buildings and sites, non-Christian and special provinces, Filipino Girls' Dormitory, Baguio, Act 2736	1, 001. 36	1, 006. 20	— 4. 84
Appropriation for construction of two cottages, Baguio, Act 2736	8, 766. 20	8, 766. 20	
Appropriation for purchase and improvement of necessary land for Philippine Normal School and Philippine School of Arts and Trades, Act 2736	120, 620. 74	120, 620. 74	
Appropriation for buildings and sites, normal schools, Act 2898	(268. 14)	180, 000. 00	— 180, 268. 14
Appropriation for construction of poultry house with fencing and brooder house with cellar at Trinidad Stock Farm, Act 2786	574. 37		+ 574. 37
Appropriation for buildings, sites, and irrigation, Central Luzon Agricultural School, Act 2980, 1921; Act 2898, 1920	15, 000. 00	(638. 35)	+ 15, 638. 35
Appropriation for buildings and sites, central and barrio schools, Act 2898	53, 000. 00	218, 000. 00	— 165, 000. 00
Appropriation for buildings and sites, non-Christian and special provinces, Act 2898	7, 000. 00	22, 500. 00	— 15, 500. 00
Appropriation for purchase and improvement of necessary land for Philippine Nautical School, Act 2736		4, 259. 80	— 4, 259. 80
Appropriation and fund account, Act 2875		12, 406. 94	— 12, 406. 94
Appropriation for buildings, sites, and irrigation, agricultural schools, Act 2898		10, 000. 00	— 10, 000. 00
Total conversions and balances	14, 805, 367. 61	13, 614, 608. 11	+ 1, 190, 759. 50

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No 30.—*Total Expenditures for School Purposes*

A table showing Insular expenditures during 1921; Insular, provincial and municipal expenditures during 1920; Insular, provincial, and municipal expenditures during 1919; and increases or decreases in 1920 totals as compared with 1919 totals.

Nature of Expense	1921	1920	1919	1920 Totals Compared with 1919 Totals Increase (+) Decrease (—)
Insular expenditures for salaries, wages, and contingent:				
Balance forward—				
ed, Act 2875	P12,406.94			
Act 2935, 1921	8,230,339.00			
Act 2782, 1921	6,305,400.00			
Emergency Board allotment, Resolution 97	5,981.67			
	P14,554,127.61			
Acts 2875 and 357, 1920; Act 2785 and balance of Act 2727, 1919		P12,153,060.82	P7,866,586.26	+ P4,286,474.56
Reduction of public service appropriation by Emergency Board Resolution:				
No. 37	20,500.00			
No. 59	79,100.00			
Reversion of authorization in excess of requirement	81,674.59			
Net income automatically reverted	255,847.73	437,122.32	247,939.21	141,048.06 + 106,891.15
Net expenditure	14,117,005.29	11,905,121.61	7,725,538.20	+ 4,179,583.41
Buildings and sites, non-Christian and special provinces, Filipino Girls' Dormitory, Baguio, Act 2786	4.84			
Purchase and improvement of necessary land for Philippine Nautical School	4,259.80			
Construction of poultry house with fencing and brooder house with cellar at Trinidad Stock Farm, Act 2786	2,425.63			
Buildings, sites, and irrigation, Central Luzon Agricultural School, Act 2898	4,361.65			
Buildings and sites, normal schools, Act 2898	268.14			
Buildings, sites, and irrigation, agricultural schools, Acts 2786 and 2898	5,000.00			
Buildings and sites, central and barrio schools, Act 2898	165,000.00			
Buildings and sites, non-Christian and special provinces, Act 2898	15,500.00			
Total Insular	14,313,825.35	12,802,247.83	10,087,449.92	+ 2,714,797.91
Provincial expenditures for school purposes (1920) (1919)		1,050,492.28	468,124.58	+ 582,367.70
Municipal expenditures for school purposes (1920) (1919)		4,358,799.59	3,715,552.05	+ 643,247.54
Total government funds (1920) (1919)	14,313,825.35	18,211,539.70	14,271,126.55	+ 3,940,413.15
In addition, voluntary contributions	1,347,124.34	799,537.84	682,549.58	+ 116,988.26
Total expenditures for school purposes		19,011,077.54	14,953,676.13	+ 4,057,401.41
Expenditure for schools per capita of population (10,314,310)		1.843	1.449	+ .394
Cost of schools per pupil based on average monthly enrolment (836,281,) (678,956)		22.732	22.024	+ .708

No. 31.—*Insular, Provincial, and Municipal Expenditures for School Purposes by Provinces*

A table showing, by provinces and for the Islands, Insular expenditures during 1921; Insular, provincial, and municipal expenditures during 1920; Insular, provincial, and municipal expenditures during 1919; and increases or decreases in 1920 totals as compared with 1919 totals.

Provinces	1921			1920			1919			1920 Totals Compared with 1919 Totals Increase (+) Decrease (—)
	Insular	Insular	Provincial	Municipal	Total	Insular	Provincial	Municipal	Total	
Provinces regularly organized:										
Manila	₱304,314.06	₱307,202.04	₱37,439.34	₱944,990.31	₱1,252,192.35	₱212,256.66	₱61,449.89	₱834,405.98	₱1,046,662.64	₱205,529.71
Abra	110,223.11	105,229.43	18,646.77	58,928.65	201,597.42	58,402.83		28,034.10	147,886.52	53,710.60
Albay	333,905.84	269,338.63	10,524.59	204,375.14	492,360.54	203,707.92	11,330.37	191,014.37	420,946.94	71,413.60
Antique	185,331.82	160,181.53	8,029.76	122,570.15	293,286.27	54,243.37	26,220.65	86,180.86	189,578.71	108,707.56
Bataan	89,510.55	80,215.20	17,239.19	123,091.20	211,336.16	5,383.81	5,383.81	37,233.72	96,910.90	114,425.26
Batangas	366,498.84	281,532.11	44,668.04	301,105.79	252,889.93	205,243.37	23,967.24	283,615.67	462,899.12	88,762.11
Bohol	413,778.07	357,967.95	15,691.79	288,674.97	595,554.52	192,861.19	9,039.20	278,320.41	431,838.11	271,903.67
Bulacan	314,127.69	291,187.76	13,807.25	227,054.10	501,169.71	155,539.29	1,255.93	217,332.68	480,220.80	115,833.72
Cagayan	266,429.14	260,308.36	52,134.16	248,157.63	552,939.71	167,088.39	58,542.91	125,739.76	351,371.06	201,568.65
Camarines	334,062.31	252,647.92	76,580.83	273,964.84	621,068.43	196,343.15	11,829.51	203,966.29	441,638.95	209,429.48
Capiz	347,039.84	270,622.76	11,455.99	173,043.58	413,137.91	152,439.74	12,834.22	129,707.10	294,481.06	118,706.85
Cavite	230,937.64	222,688.34	41,752.17	603,003.07	1,339,225.28	218,898.61	35,148.36	402,221.91	839,223.87	600,001.41
Cebu	893,319.64	314,966.98	205,415.81	266,116.87	786,498.26	218,898.61	131,142.14	167,433.15	517,473.90	269,025.76
Ilocos Norte	331,694.24	295,402.52	30,832.99	273,012.76	605,248.27	192,500.25	27,621.88	149,507.27	389,629.40	235,618.87
Ilocos Sur	340,442.93	295,402.52	61,952.57	429,434.04	1,021,780.48	382,822.48	70,058.11	347,587.49	800,468.08	221,312.40
Iloilo	582,915.85	530,338.87	8,924.02	129,724.14	280,359.92	84,971.38	9,516.54	87,513.21	182,001.13	98,368.79
Isabela	158,662.23	140,711.76	9,700.23	337,262.53	606,132.23	178,964.59	14,870.41	255,192.96	449,027.96	167,104.27
Laguna	287,746.05	259,169.47	66,675.62	526,680.79	1,105,968.21	308,162.85	64,179.24	328,262.63	700,604.72	405,363.49
Leyte	626,038.50	512,611.80								
Marinduque	70,925.78	34,400.55	34,400.55	184,997.10	119,397.65	92,438.73	8,997.82	86,061.31	187,487.86	119,397.65
Misamis	227,551.06	178,214.50	12,490.22	170,814.15	361,518.87	151,668.48	6,778.90	164,701.64	323,149.02	256,692.46
Nueva Ecija	295,057.02	277,218.74	13,160.49	239,462.25	579,541.48	223,554.76	14,809.68	233,222.95	477,657.39	212,286.11
Occidental Negros	426,108.14	354,164.26	24,928.32	310,779.92	689,872.50	153,232.66	24,378.79	141,756.45	319,367.90	104,064.04
Oriental Negros	301,083.22	229,839.70	112,246.16	183,143.19	525,329.05	65,047.22	65,047.22	210,924.12	466,807.93	176,869.03
Pampanga	327,508.76	267,997.62	33,674.50	289,199.85	570,871.97	19,234.38	19,234.38	369,063.68	776,386.70	486,823.61
Pangasinan	705,081.75	652,886.29	30,412.78	540,916.24	1,262,120.31	387,097.64	20,490.83	151,133.47	324,131.87	176,869.03
Rizal	280,748.98	242,962.43	18,069.28	240,088.69	501,120.40	182,447.02	20,490.83	49,961.07	126,312.38	83,294.44
Romblon	91,367.45	82,132.42	36,014.64	61,969.76	180,116.82	65,664.62	94,896.01	174,042.54	276,604.51	224,296.43
Samar	428,025.91	325,440.99	76,134.74	289,241.54	690,367.27	197,633.24	94,896.01	118,903.50	276,604.51	134,877.80
Sorsogon	279,210.66	212,834.90	33,681.67	184,965.74	431,482.31	141,600.02	16,095.99	10,019.14		492.12
Office of superintendent of private schools	8,211.05	10,511.26			10,511.26	96,016.33	19,309.96	59,766.06	10,019.14	116,708.17
Surigao	161,586.29	153,195.85	30,506.75	102,097.92	290,800.52	96,016.33			174,092.35	

Tarlac.....	244,689.65	223,249.70	135,307.19	180,473.22	539,030.11	145,931.46	11,819.38	119,343.33	276,994.17	+	282,035.94
Tayabas.....	273,246.09	351,718.71	10,161.81	331,806.68	743,687.20	236,660.87	48,232.13	276,543.27	560,731.97	+	182,956.23
Union.....	275,295.45	239,243.68	19,428.68	223,093.48	482,265.84	179,246.63	14,801.50	184,030.42	374,077.96	+	104,187.89
Zambales.....	150,753.88	133,095.56	12,019.10	125,157.05	270,271.71	96,535.41	11,660.04	78,924.09	187,422.64	+	82,843.17
Total, provinces reg- ularly organized.....	11,068,414.49	9,556,555.08	1,364,668.00	9,463,287.27	20,384,510.35	6,186,000.12	991,772.48	6,830,022.44	13,807,795.04	+	6,576,715.31
Provinces not regularly organized:											
Batanes.....	21,565.44	16,083.48	4,409.90	9,044.21	29,537.59	14,437.50	5,064.31	8,143.55	27,645.36	+	1,892.23
Department of Min- danao and Sulu.....											
Aruian.....	29,492.32	24,854.77	17,512.33	142,725.85	24,854.77	79,371.22	25,988.05	80,063.63	9,371.22	+	15,483.55
Bukidnon.....	123,802.28	108,064.09	20,900.90	90,639.07	263,302.30	78,969.16	25,240.67	82,924.40	186,006.84	+	83,296.46
Cotabato.....	149,741.66	83,815.54	6,467.35	140,873.66	155,405.51	54,128.13	73,539.24	83,154.31	142,293.20	+	53,112.31
Davao.....	224,091.46	168,927.03	5,021.32	128,794.39	315,263.04	109,658.77	60,14.23	95,648.45	257,336.32	+	57,962.72
Lanao.....	186,897.45	132,298.66	54,021.32	133,560.13	299,753.24	138,668.07	13,971.81	81,593.01	262,431.41	+	52,762.96
Sulu.....	174,840.97	148,903.85	17,294.31	497,576.52	139,658.77	104,673.83	53,442.99	121,154.08	186,209.89	+	114,648.40
Zamboanga.....	249,633.93	198,510.21	43,514.59	190,179.03	718,141.68	271,871.46	221,063.10	123,226.98	279,270.90	+	148,306.67
Mindoro.....	276,409.39	328,774.53	123,216.73	105,043.08	135,166.29	72,703.84	65,902.42	46,207.50	183,766.92	+	81,870.14
Mountain.....	360,954.69	842,608.86	76,703.84	202,166.63	639,479.33	233,132.01	57,523.41	154,214.67	424,870.09	+	196,609.24
Nueva Vizcaya.....	104,892.08	103,837.14	39,089.45	56,553.69	190,430.28	74,173.95	36,775.76	44,286.24	154,638.24	+	44,941.43
Palawan.....	113,892.12	98,508.38	32,089.45	56,553.69	157,315.53	69,308.17	4,211.67	21,446.68	96,566.52	+	61,749.01
General Office.....	355,318.61	359,135.30	1,824.11	50,983.04	359,135.30	324,632.39	4,211.67	21,446.68	341,662.39	+	17,462.91
Allotments, undistrib- uted (see Table No. 31).....	592,612.47	580,383.96			580,383.96	522,915.80			522,915.80	+	57,468.16
Sales income and re- vertible receipts.....	217,096.88	(215,843.60)			(215,843.60)	262,424.79			262,424.79	-	478,288.39
Total, provinces not regularly or- ganized.....	(255,847.73)	(235,438.75)	(327,779.11)		(563,217.86)	(140,552.80)	(253,058.56)		(393,611.36)	+	(169,606.50)
Total all provinces.....	3,048,590.80	2,348,566.53	176,824.28	1,392,567.48	3,917,958.29	2,274,538.08	371,362.10	931,068.50	3,576,958.68	+	340,999.61
Plus permanent im- provements.....	14,117,006.29	11,906,121.61	1,541,492.28	10,855,854.75	24,302,468.64	8,460,538.20	1,363,124.58	7,561,090.94	17,384,753.72	+	6,917,714.92
Insular aid to munici- palities and to prov- inces.....	196,820.06	897,126.22			897,126.22	1,626,911.72			1,626,911.72	-	729,785.50
Net expenditures.....											
Total.....	14,313,825.35	12,802,247.83	1,050,492.28	4,358,799.69	18,211,539.70	10,087,449.92	468,124.58	3,715,562.06	14,271,126.55	+	3,940,413.15

In addition—

Voluntary contributions (regular and special provinces).....	799,537.84								682,549.58	+	116,988.26
Total.....	19,011,077.54								14,953,676.13	+	4,057,401.41

No. 32.—*Summary of Property Transactions and Statement of Sales*

A table showing, by divisions and for the Islands, a summary of property transactions and a statement of sales during the fiscal year 1921.

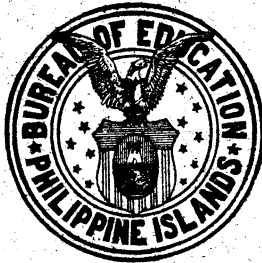
Item	On Hand January 1, 1921	Issued	Expended	Sold	On Hand December 31, 1921	Statement of Sales (Primary Textbooks, etc.)
Equipment:						
Abra	P625.87	P12.96	P607.51		P31.32	P8,388.98
Agusan						2,551.05
Albay	1,236.47	30.83	5.41		1,261.89	11,232.98
Antique	1,064.54	12.96	7.55		1,069.95	11,670.24
Bataan	1,061.28		(2.28)		1,063.56	6,473.48
Batanes						
Batangas	49.43	46.82	39.60		56.65	20,858.82
Bohol	1,688.15	12.97	26.94		1,674.18	20,868.53
Bukidnon	316.50	12.90			329.40	86.36
Bulacan	1,794.02	12.96	7.55	P5.41	1,794.02	15,546.62
Cagayan	1,118.67	12.96	11.55		1,120.08	20,388.63
Camarines	1,249.74	17.90	127.65		1,139.99	19,973.87
Capiz	2,891.20	39.21	5.50	166.65	2,758.26	14,290.57
Cavite	3,024.63	18.38	13.69		3,029.32	13,717.82
Cebu	1,284.11	12.96	97.05	62.70	1,137.82	41,042.93
C. L. A. S. ¹	83,710.28	4,383.35	6,699.56	36.16	81,357.91	5,234.10
City schools	38,122.46	1,692.01	497.17	1,409.29	37,908.01	63,410.94
Cotabato	2,653.69		19.53		2,634.16	322.78
Davao						1,633.72
General Office	93,298.63	6,258.38	5,014.48	694.42	93,848.11	7,771.00
General Sales Department						319,256.33
Ilocos Norte	7,290.19	12.96			7,303.15	27,753.47
Ilocos Sur	775.35	12.97	103.70	11.56	673.06	27,810.73
Iloilo	2,820.00	23.00	14.89		2,828.11	33,521.79
Industrial Museum	5,311.65	22.66			5,334.31	
Isabela	340.20	12.96	5.41		347.75	10,279.26
Laguna	326.95	33.27	104.44		255.78	24,982.64
Lanao	27.90	2.08			29.98	910.69
Leyte	2,627.75	4,052.89	17.79		6,662.85	21,315.44
Marinduque		12.96	(112.33)		125.29	4,694.39
Mindoro	5.00	12.96			17.96	4,058.23
Misamis	1,066.81	12.96		11.03	1,068.74	10,839.78
Mountain Province	3.15	12.97	(12,958.95)		12,975.07	3,526.21
Nautical School	11,595.30	494.84	95.24		11,994.90	633.95
Normal School	55,848.64	474.13	202.02	1,629.41	54,491.34	11,470.07
Nueva Ecija	1,694.10	12.97		(.79)	1,707.86	15,301.68
Nueva Vizcaya		12.96	7.55		5.41	5,939.87
Occidental Negros	2,304.99	7.55	13.70		2,298.84	21,489.70
Oriental Negros	1,132.39	12.96		5.36	1,139.99	12,750.02
Palawan						4,620.80
Pampanga	1,799.00	19.98	1,762.18		56.80	12,733.69
Pangasinan	1,288.94	23.88	122.47	6.53	1,183.82	53,100.48
Rizal	15.59	12.97			28.56	14,307.58
Romblon	438.35				438.35	6,322.17
Samar	10,806.42	38.16	65.10		10,779.48	14,044.21
Sorsogon	11,784.15	40.63			11,824.78	11,599.10
Sulu	24.00	1,566.50			1,590.50	
Surigao	330.75				330.75	5,065.36
Tarlac	1,963.25	32.42	24.36		1,971.31	23,976.23
Tayabas	2,549.67	12.97	(1,377.93)	1,556.83	2,383.74	21,162.84
Teachers Camp	73,633.00	3,161.96	(652.83)	2.10	77,445.69	32.87
Trade School	105,789.33	198.70	7,503.68	24.10	98,460.25	5,573.88
Union	29.64	12.96	2.00		40.60	19,180.35
Zambales		12.96			12.96	10,279.28
Zamboanga	171.13	1,566.23			1,737.36	3,136.11
Total equipment	538,983.26	24,517.92	8,120.95	5,620.76	549,759.47	1,047,132.62
Land	639,647.77	4,259.80			643,907.57	
Buildings, School of Arts and Trades	41,430.00				41,430.00	
Buildings and improvements	1,767,757.14	19,212.12			1,786,969.26	
Irrigation head-control, canals, and laterals	59,562.21				59,562.21	
Water supply head-control, reservoirs, pumping stations, and conduits	4,866.24				4,866.24	
Consumable supplies	2,581,555.89	1,461,354.58	247,384.82	597,112.88	3,198,412.77	
Grand total	5,633,802.51	1,509,344.42	255,505.77	602,733.64	6,284,907.52	1,047,132.62

¹ Central Luzon Agricultural School.

1923
THE GOVERNMENT OF THE PHILIPPINE ISLANDS
DEPARTMENT OF PUBLIC INSTRUCTION
BUREAU OF EDUCATION

**TWENTY-THIRD ANNUAL
REPORT OF THE DIRECTOR
OF EDUCATION**

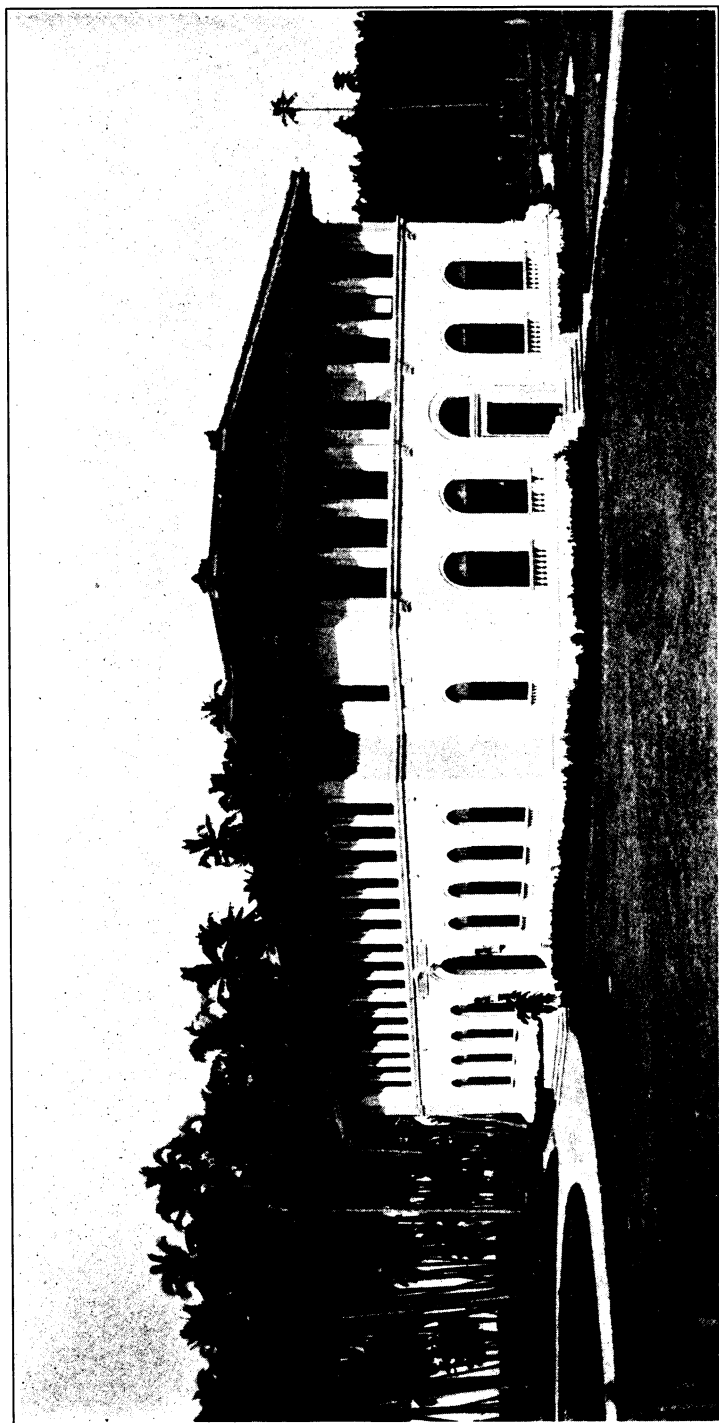
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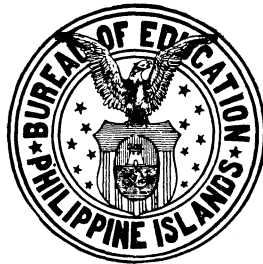


Zamboanga Normal School building, Zamboanga.

THE GOVERNMENT OF THE PHILIPPINE ISLANDS
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MANILA
BUREAU OF PRINTING
1923

194859

Philippine Islands Govt.
Dept. of Pub. Instruction,
It.
11-30-1923

LETTER OF TRANSMITTAL

THE GOVERNMENT OF THE PHILIPPINE ISLANDS
DEPARTMENT OF PUBLIC INSTRUCTION
BUREAU OF EDUCATION

MANILA, February 14, 1923

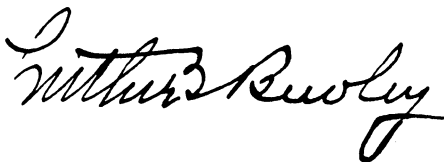
The Honorable

The SECRETARY OF PUBLIC INSTRUCTION

Manila, P. I.

SIR: In compliance with the requirements of law, I have the honor to submit herewith the Twenty-Third Annual Report of the Director of Education which covers the calendar year 1922.

Very respectfully,



Director of Education

TABLE OF CONTENTS

	Page
INTRODUCTORY STATEMENT.....	9
Progress in Spite of Limitations.....	9
SCHOOLS, PUPILS, AND TEACHERS.....	9
At End of Year.....	9
Decrease in Number of Schools Not Sign of Retrogression.....	9
Increase in Enrolment.....	10
Percentage of Population in School.....	10
Elementary and Secondary Enrolment.....	11
Attendance of Pupils.....	11
Promotions of Pupils.....	11
Graduations of Pupils.....	12
Increase in Number of Teachers.....	12
American Teachers.....	13
More Teachers Qualify in Examinations.....	13
Improvement in Scholarship of Filipino Teachers.....	13
Teachers' Pension Act.....	14
Training of Teachers.....	14
Teacher Pensionados.....	14
Student Pensionados.....	16
Contentment and Permanency Desired in Teaching Service.....	16
Salaries of Filipino Teachers.....	16
Character of Work That Teachers Do.....	17
BUILDINGS AND SITES.....	17
Sources of Money for Buildings and Sites.....	18
Insular Assistance Cut off during 1922.....	18
Number of Buildings and Number of Rooms in Them.....	18
Increase in Total Number of Buildings.....	19
Classification of Buildings.....	19
Increase in Number of Permanent Buildings.....	19
Permanent Buildings Completed during 1922.....	19
Permanent Buildings Authorized during 1922.....	20
Permanent Buildings under Construction.....	20
Memorial Buildings of Permanent Construction.....	20
Increase in Number of Mixed-Material Buildings.....	20
Increase in Number of Temporary Buildings.....	21
Permanent Buildings in Long Run More Economical.....	21
Insurance of School Buildings.....	21
Rented Buildings.....	21
More Teachers' Cottages Needed.....	22
School Sites Acquired in Three Ways.....	22
Number and Classification of School Sites.....	22
More First-Class Sites.....	22
Increase in Total Number of Sites.....	23
Surveying Section of Buildings Division Abolished.....	23
FINANCES.....	23
Sources of School Funds.....	23
Total Expenditures for School Purposes.....	23
Insular Expenditures.....	24
Provincial Expenditures.....	24
Municipal Expenditures.....	25
Local Support of Schools Variable and Uncertain.....	25
Voluntary Contributions.....	25

	Page
EXTENSION OF ELEMENTARY EDUCATION ARRESTED.....	26
Extension Funds Needed to Finance Schools Already in Operation.....	26
Arrest in Extension Program Not without Good Results.....	26
Voluntary Contributions Resorted To.....	27
Further Extension Must Be Provided For.....	27
ORGANIZATION	28
Function of Bureau of Education.....	28
Bureau Has One Chief and One Assistant Chief.....	28
Office Organization.....	28
Field Organization.....	29
Control Centralized, but Not Autocratic.....	30
Control Not Affected by Political Changes.....	30
COURSES OF STUDY.....	30
Their Names and the Enrolment in Each.....	30
Industry Has Place in General Courses.....	31
New Primary Course.....	31
New Intermediate Course.....	31
New Normal Courses.....	32
New Outlines in Normal-Course Subjects.....	33
TEXTBOOKS, PUBLICATIONS, AND OTHER PRINTED MATERIAL.....	33
Textbooks Standard throughout Islands.....	33
Next Adoption of Textbooks in 1923.....	33
Textbooks and Other Publications Produced by Bureau of Education	33
Planotyped and Mimeographed Material.....	34
Publication of Annuals Forbidden.....	34
LIBRARIES	34
Increasing in Number and in Size.....	35
Housing, Care, and Use of Libraries.....	35
Number of Libraries Classified, but Few Cataloged.....	36
Library Publications.....	36
New Library Manual.....	36
New Lists of Books for School Libraries.....	36
Traveling, Classroom, and Professional Libraries.....	36
SUPERVISION OF INSTRUCTION.....	37
Supervision of Highest Type Needed.....	37
Progress Here Dependent upon It.....	37
General and Local Supervision.....	37
Hindrances to Employment of Good Supervisors.....	38
Salaries Should Be Raised.....	38
Supervisory Force Inadequate.....	38
Supervisory Duties of Superintendent Important.....	38
Division Supervisors Reporting on All Phases of Work.....	39
Transportation Allowances Essential.....	39
ACADEMIC EDUCATION.....	39
Effect of Arrest of Extension Work on Academic Instruction.....	39
Campaigns for Wider and Better Use of English.....	40
Emphasis on Cultivation of Reading Habit.....	40
More Definite Requirements in English Composition.....	40
New Manual on English Composition.....	41
The School News Review.....	41
Academic Contests and Academic Exhibits.....	42
More Progress in Classroom Work.....	42
INDUSTRIAL AND VOCATIONAL EDUCATION.....	42
Curriculum Provides Liberal Amount of Industrial Training.....	42
Enrolment in Industrial Courses.....	42
Value of Production in Industrial Courses.....	43
Disposition of Industrial Production.....	43
Enrolment in Vocational Courses.....	44
Vocational Schools.....	44
Insular Schools.....	44
Enrolment in Insular Schools.....	44

	Page
AGRICULTURAL EDUCATION.....	44
Schools of Agriculture.....	44
Importance of Agricultural Education Not Realized.....	45
Decrease in Insular Aid to Schools of Agriculture.....	45
Agricultural-Education Bill.....	46
Gardening, Club Work, and Tree Planting.....	46
Extent of Gardening Activities.....	46
Garden-Day Celebrations.....	47
Scope of Club Work.....	47
Bureau of Agriculture Lends Breeding Animals.....	48
Emphasis on Humane Treatment of Animals.....	48
Aim of Tree-Planting Activities.....	48
Extent of Tree-Planting Activities.....	48
Bureau of Forestry Helps.....	48
PHYSICAL EDUCATION.....	49
Required Subject in All Schools.....	49
Our Present Course in Physical Education.....	49
Activities That Appeal to Filipino Children.....	49
Group Athletics and Athletic Contests.....	49
Insular Interscholastic Championship Games.....	50
HEALTH WORK.....	50
Activities Connected Therewith.....	50
Physical Education.....	50
Health Instruction and Health Inspections.....	50
Medical and Dental Care.....	51
Work Limited by Scarcity of Trained Personnel.....	51
More Attention to Provision of Better Toilets.....	51
More Attention to Planning of Playgrounds.....	51
Office of Welfare Commissioner Provides Health Posters.....	51
Schools Coöperate in Work of Puericulture Centers.....	52
Statistical Information on Activities of Junior Red Cross.....	52
CIVIC AND MORAL EDUCATION.....	52
Closely Associated with Other Phases of Education.....	52
Present-Day Notion of Civic and Moral Instruction.....	52
Aim of Civic and Moral Education Here.....	53
Civics in First Six Grades.....	53
Civics in Seventh Grade and in High School.....	53
Morals and Manners in Primary Grades.....	53
Morals and Manners in Intermediate Grades.....	54
Some of the Virtues Stressed.....	54
Teacher's Responsibility in Utilizing Ethical Content of Curriculum.....	54
Ethical Value of Opening Exercises.....	55
Civics and Morals Taught in Language Classes.....	55
Pupils' Ideals Influenced by Reading of Good Books.....	55
Ethical Value of Social Studies.....	55
Civic and Moral Value of Health Instruction.....	55
Wholesome Effect of Physical Education.....	56
Civic and Moral Value of Industrial and Agricultural Activities.....	56
Effect on Pupils of Participation in Welfare Movements.....	56
RELIGIOUS EDUCATION.....	56
Provisions of Law Pertaining Thereto.....	56
EDUCATION AMONG NON-CHRISTIANS.....	57
A Big Undertaking.....	57
Progress Thus Far Made.....	57
Schools, Enrolment, and Teachers in Non-Christian Provinces.....	58
Decrease in Number of Schools.....	59
Increase in Enrolment.....	59
Elementary and Secondary Enrolment.....	59
Increase in Number of Girls Enrolled.....	60
Decrease in Number of Teachers.....	60
Education among Non-Christians Costly and Dependent upon Insular Assistance.....	60

	Page
APPENDIXES	61
A. Bureau of Education Personnel.....	61
B. Legislation	64
Teachers' Pension Act.....	64
C. Statistical Tables.....	68
1. Schools, Enrolment, Attendance, and Percentages of Attendance	68
2. Enrolment by Grades and by Sexes.....	70
3. Enrolment of Secondary Students by Courses.....	76
4. Enrolment of Intermediate Pupils by Courses.....	84
5. Enrolment, Pupils Dropped, and Percentages of Pupils Dropped	88
6. Promotions of Pupils.....	92
7. Percentages of Pupils Promoted.....	96
8. The Average Number of Pupils per Teacher.....	102
9. Classification of Teachers.....	104
10. Attainments of Filipino Teachers.....	108
11. Average Monthly Salaries of Filipino Insular Teachers.....	110
12. Average Monthly Salaries of Filipino Municipal Teachers	111
13. Percentages of Filipino Municipal Teachers Receiving Certain Monthly Salaries.....	112
14. Libraries	114
15. Agricultural Schools.....	122
16. Farm Schools.....	124
17. Settlement Farm Schools.....	126
18. Agricultural Clubs	128
19. School and Home Gardens.....	132
20. Garden-Day Celebrations	134
21. Nurseries	135
22. Industrial Enrolment and Production.....	136
23. Voluntary Contributions.....	140
24. School Health Work.....	142
25. Junior Red Cross Activities.....	144
26. School Sites	146
27. Permanent, Mixed-Material, and Temporary School Buildings	148
28. Insular Funds for School-Building Construction.....	152
29. Insular, Provincial, and Municipal Expenditures for Public-School Purposes during the Period 1912 to 1921	153
30. Operation Statement for 1922.....	153
31. Insular Expenditures.....	158
32. Total of Governmental Expenditures for Public-School Purposes	159
33. Insular, Provincial, and Municipal Expenditures for Public-School Purposes by Divisions.....	160
34. Summary of Property Transactions and Statement of Sales	162

TWENTY-THIRD ANNUAL REPORT OF THE DIRECTOR OF EDUCATION

INTRODUCTORY STATEMENT

Continued abridgment in governmental expenditures, due to continued depression in governmental finances, necessitated during 1922 the enforcement of most stringent measures of economy in the operation of Philippine public schools, but in spite of this fact, we are able to record for the year a degree of progress in certain phases of educational work that, considering all circumstances, is both creditable and encouraging.

SCHOOLS, PUPILS, AND TEACHERS

The following table shows for December, 1922, the number of public schools, and the annual enrolment and the number of teachers in public schools, as compared with corresponding information for December, 1921:

Item	December, 1921	December, 1922	Increase (+) Decrease (-)	Percentage of Increase (+); of Decrease (-)
Schools—				
Elementary (Primary	6,730	6,620	— 110	— 1.63
(Intermediate	857	931	+ 74	+ 8.63
Secondary	72	83	+ 11	+ 15.28
Total	7,659	7,634	— 25	— .33
Annual Enrolment—				
Elementary	1,045,330	1,063,926	+ 18,596	+ 1.78
Secondary	24,925	33,218	+ 8,293	+ 33.27
Total	1,070,255	1,097,144	+ 26,889	+ 2.51
Teachers—				
Elementary	22,884	23,428	+ 544	+ 2.38
Secondary	651	768	+ 117	+ 17.97
Supervising ¹	646	652	+ 6	+ .93
Total	24,181	24,848	+ 667	+ 2.76

¹ Division and district supervisors.

The decrease shown above in the number of primary schools, though seemingly large, should not be interpreted as a sign of retrogression, because, with the idea of getting the most possible out of the limited funds available, it was decided during 1922 in some places to consolidate schools when consolidation was deemed possible without interfering too much with attendance, and in other places to close schools that were poorly attended and inadequate.

quately equipped in order to provide for larger enrolment at neighboring schools that were not inadequately equipped.

The following table shows the 1922 decrease in the total number of public schools in contrast to the increase in the total number of schools for each of the four years immediately preceding:

Year	Number of Public Schools (December)	Increase (+) Decrease (-)	Percentage of Increase (+); of Decrease (-)
1917	4,744		
1918	4,932	+188	+ 3.96
1919	5,917	+985	+19.97
1920	6,885	+968	+14.06
1921	7,659	+774	+11.24
1922	7,634	- 25	- .33

The following table shows the 1922 increase in the total annual enrolment in public schools in the relation that it bears to the corresponding increase for each of the four years immediately preceding:

Year	Annual Enrolment in Public Schools (December)	Increase	Percentage of Increase
1917	663,277		
1918	671,729	8,452	1.27
1919	776,639	104,910	15.61
1920	935,678	159,039	20.47
1921	1,070,255	134,577	14.38
1922	1,097,144	26,889	2.51

A better understanding may be had as to the real meaning of the increases in enrolment just referred to, if they are shown in the relation that they bear to total population and to school population, as is done in the following table:

Year	Annual Enrolment in Public Schools (December)	Total Population ¹	Percentage of Total Population Enrolled in Public Schools	School Population ²	Percentage of School Population Enrolled in Public Schools
1917	663,277	10,082,414	6.58	2,684,443	24.71
1918	671,729	10,314,310	6.51	2,746,202	24.46
1919	776,639	10,551,539	7.36	2,809,347	27.64
1920	935,678	10,794,223	8.66	2,873,962	32.56
1921	1,070,255	11,042,490	9.69	2,940,063	36.40
1922	1,097,144	11,296,569	9.71	3,007,711	36.48

¹ The 1918 total-population figure was taken from the 1918 Philippine Census. The other total-population figures came from population estimates made in the Office of the Governor-General.

² The 1918 school-population figure was taken from the 1918 census. The other school-population figures came from estimates made in this Office. They bear the same relation to corresponding total-population figures that the school-population enumeration in the 1918 census bears to the total-population enumeration in the 1918 census.

As may be noted from a perusal of the last table given, only about 36 per cent or a little more of Philippine children of school age were reached in 1922 by public elementary and secondary schools, whereas during the school year 1917-18, the average in this particular, for the states of the American Union was 77.17 per cent. As may be noted from a perusal of the same table, only about 9.71 per cent of the total population of the Islands were reached in 1922 by public elementary and secondary schools, whereas in 1920 the corresponding proportion for the United States was 20 per cent.

It may be seen from the table given on page 9 of this report that, of the 1,097,144 pupils that were enrolled in our schools in December, 1922, 1,063,926, or 96.97 per cent, were enrolled in the elementary schools, and 33,218, or 3.03 per cent, were enrolled in secondary schools. Of the 1,063,926 pupils enrolled in elementary schools, 618,150, or 58.1 per cent, were boys and 445,776, or 41.9 per cent, were girls. Of the 33,218 students enrolled in secondary schools, 23,075, or 69.47 per cent, were boys and 10,143, or 30.53 per cent, were girls.

The following table shows for the school year 1921-22 the average daily attendance in public schools, the percentages of attendance, and the percentages of pupils held in school throughout the year, as compared with corresponding data for each of the four years immediately preceding:

School Year	Average Daily Attendance of Pupils in Public Schools	Percentage of Attendance, Figured on Basis of Average Monthly Enrolment	Percentage of Attendance, Figured on Basis of Total Annual Enrolment	Percentage of Pupils Held in School throughout the Year
1917-18.....	521,377	92	78	76
1918-19.....	501,989	88	74	76
1919-20.....	618,392	91	78	80
1920-21.....	774,882	93	82	83
1921-22.....	909,947	93	84	83

The following table shows for the school year 1921-22, and for each of the four school years immediately preceding, the total number of pupils promoted in public schools and the percentages of pupils promoted (figured on the basis of annual enrolment, on the basis of March enrolment, and on the basis of the number of pupils examined):

School Year	Number of Pupils Promoted	Annual Enrolment	Percentage of Pupils Promoted, Figured on Basis of Annual Enrolment	March Enrolment	Percentage of Pupils Promoted, Figured on Basis of March Enrolment	Number of Pupils Examined	Percentage of Pupils Promoted, Figured on Basis of Number of Pupils Examined
1917-18	348,460	671,398	51.90	511,945	68.07	489,951	71.12
1918-19	357,843	681,588	52.50	513,924	69.63	511,993	69.89
1919-20	433,096	791,626	54.71	633,723	68.34	612,067	70.76
1920-21	555,767	943,364	58.91	779,462	71.30	766,000	72.55
1921-22	640,249	1,077,342	59.43	919,416	69.64	904,938	70.75

The following table shows for the school year 1921-22, the increase and the percentage of increase in the number of primary, in the number of intermediate, and in the number of secondary graduates of public schools, as compared with corresponding data for each of the four years immediately preceding:

School Year	Number of Primary Graduates	Increase	Percentage of Increase	Number of Intermediate Graduates	Increase	Percentage of Increase	Number of Secondary Graduates	Increase	Percentage of Increase
1916-17	28,702	-----	-----	8,983	-----	-----	880	-----	-----
1917-18	33,217	4,515	15.73	10,380	1,397	15.55	1,077	197	22.39
1918-19	36,859	3,642	10.96	11,304	924	8.90	1,205	128	11.88
1919-20	45,815	6,956	18.87	12,700	1,396	12.35	1,334	129	10.71
1920-21	54,985	11,170	25.49	16,703	4,003	31.52	1,538	204	15.29
1921-22	63,765	8,780	15.97	19,697	2,994	17.92	1,836	298	19.38

All of the secondary graduates enumerated above are graduates of four-year secondary schools. The number of graduates of public four-year secondary schools at the end of the school year 1921-22 was, as may be noted, 1,836, or about .17 per cent of the total annual enrolment for that school year in all public schools and about .016 per cent of the total population of the Islands.

The following table shows the 1922 increase in the total number of teachers, as compared with the corresponding increase for each of the four years immediately preceding:

Year	Number of Teachers (December)	Increase	Percentage of Increase
1917	13,377	-----	-----
1918	14,523	1,146	8.57
1919	17,781	3,258	22.43
1920	21,017	3,236	18.20
1921	24,181	3,164	15.05
1922	24,848	667	2.76

Of the 24,848 teachers on duty in the public schools in December, 1922, 14,947, or 60.15 per cent, were men and 9,901, or 39.85 per cent, were women.

The following table shows the number of American teachers (exclusive of superintendents) on duty in public schools in December, 1922, as compared with the number of American teachers on duty in public schools in December of each of the four years immediately preceding:

Date	American Teachers		
	Men	Women	Total
December, 1918.....	177	191	368
December, 1919.....	164	189	353
December, 1920.....	118	198	316
December, 1921.....	136	216	352
December, 1922.....	134	202	336

We were given authority to employ last year, through the Philippine Educational Agent in the United States, 60 additional American teachers, and it was without very great difficulty that the full number authorized were obtained. Of these, 31 were men and 29 were women.

Among the teachers who qualified in the senior-teacher examination in June were 2 Americans (1 man and 1 woman) and 7 Filipinos (6 men and 1 woman). The number of Filipino teachers who qualified in the junior-teacher examination was 80 (76 men and 4 women).

That there has been improvement during the last few school years in the scholarship of Filipino teachers—Insular, provincial, and municipal—may be seen from a study of the following:

Filipino Teachers	School Year				
	1917-18	1918-19	1919-20	1920-21	1921-22
Percentage who were graduates of normal schools, colleges, or universities in the United States or in the Philippines.....	4.11	4.88	4.96	4.05	4.18
Percentage who were graduates of the Philippine secondary schools other than normal schools.....	4.66	5.59	5.55	6.07	7.17
Percentage who were of educational attainments ranging from the second to the fourth years secondary.....	19.32	23.11	24.82	27.47	29.66
Percentage who were of attainments under the second year secondary.....	71.14	65.38	63.63	61.85	58.25
Percentage who were of attainments not easily classified because of their training along special lines.....	.77	1.04	1.04	.56	.74

It is hoped that the passage in 1922 of Act 3050, Teachers' Pension Act, will tend to make it easier than ever before to employ and to hold better qualified teachers. A copy of Act 3050 may be found in Appendix B of this report.

However, it will be necessary for some time yet for us to continue to employ a large number of teachers who are without the scholastic attainments and the professional training that our school system demands, notwithstanding the fact that more and more is being done each year both for the training of teachers for the service and for the training of teachers in the service.

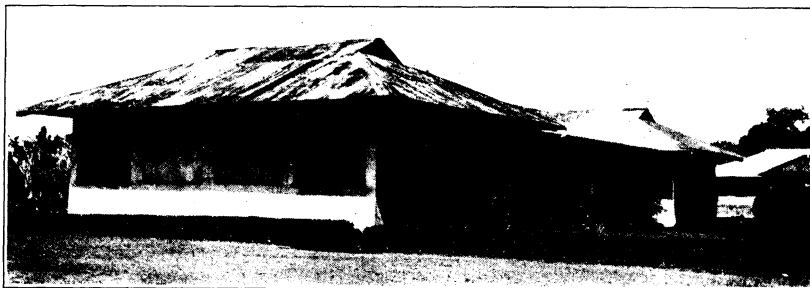
Among the governmental agencies that we now have in these Islands for the training of teachers for the service are: the College of Education of the University of the Philippines; the Philippine Normal School; the normal schools in Albay, Cebu, Ilocos Norte, Iloilo, Pangasinan, and Zamboanga; four-year normal courses in 4 provincial high schools; and two-year normal courses in 10 provincial high schools.

Among the facilities or agencies that we now have for the training of teachers in the service are: vacation assemblies, summer schools, normal institutes, model classes, supervision, classes in supervision, professional libraries, reading courses, teachers' clubs, teachers' conferences, visiting days, and teacher pensionadoships.

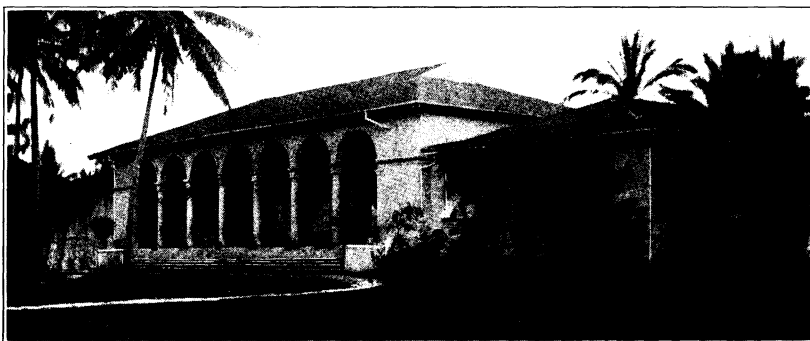
For a number of years, the Insular Government has provided funds for the purpose of sending a few deserving teachers as pensionados to the United States and to Insular schools for further training along special lines. In December, 1922, there were 13 teacher pensionados from the Bureau of Education studying in the United States and 79 studying at the Philippine Normal School.

The teacher pensionados who go to the United States, remain there on an average of about three years, the exact length of their stay depending on their academic attainments before they go and on the nature of the courses that they pursue after they get there. Of the 48 teacher pensionados sent to the United States since January, 1918, 34 had by December, 1922, returned to the Islands¹ (14 with masters' degrees, 14 others with bachelors' degrees, 2 with diplomas in special courses, and 4 without degrees or di-

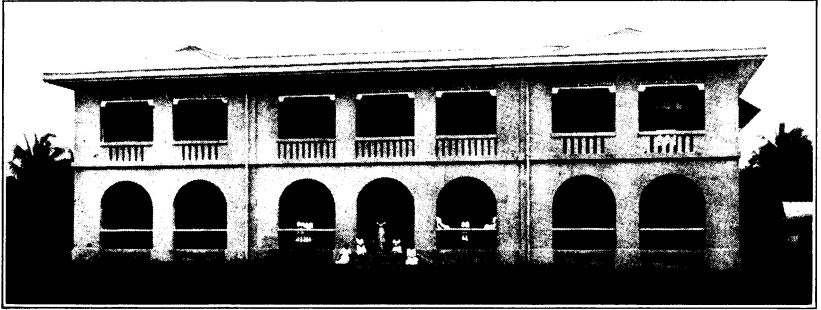
¹ One teacher pensionado died in the United States in December, 1920.



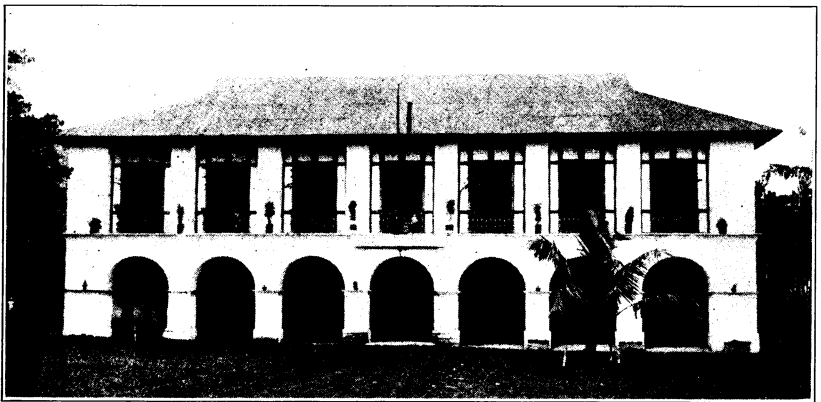
Silang Elementary School building, Silang, Cavite.



Mindoro High School building, Calapan, Mindoro.



Girls' Dormitory, Tayabas High School, Lucena, Tayabas. Building just completed. Grounds not improved.



Libog Central School building, Libog, Albay, reconstructed out of roofless and floorless tribunal dating from the Spanish régime.

plomas). At the end of December, 1922, 16 of the 34 who had returned, were teaching in secondary schools; 3 were in charge of normal training departments in secondary schools; 2 were principals of secondary schools; 1 was principal of an agricultural school; 1 was teaching in the School for the Deaf and the Blind; 2 were district supervisors; 1 was a division supervisor; 1 was assistant dean of the girls' dormitory at the Philippine Normal School; 1 was a division superintendent; 3 were acting division superintendents; 1 was an assistant superintendent; 1 had been transferred to the University of the Philippines; and 1 had given up educational work.

In the giving of assignments to young men and young women who have as pensionados received special training in the United States, the aim is and has been to give them the greatest amount

Their Assignment
upon Their
Return to
Islands

of experience possible in teaching positions before appointing them to administrative positions or to positions of much responsibility. No amount of theoretical training in normal schools, colleges, or universities can possibly take the place of actual experience in the teaching positions where one comes face to face with, and gets a first-hand knowledge of, many of the vexing difficulties and knotty problems that the holders of administrative positions find themselves being constantly called on to solve.

A much-mooted question has developed as to what salaries should be paid government employees trained in the United States at public expense. And it is thought that the best way

Their Compensation

of settling this question is for the Insular Government to adopt with reference to it a fixed policy that can be made general in all of the different branches of the government service. In no better way can dissatisfaction caused by salary differences among employees of this class be eliminated. In the Bureau of Education, we have always given these employees, after their return from the United States, higher salaries than they received before they went to the United States. Among the more important of the factors that we have let enter into consideration when fixing such an employee's compensation are: (1) the position that he held before going to the States and the salary that the position carried; (2) the training and the academic degree or degrees that he received in the States; and (3) the nature of his assignment after he returns to the Islands.

Practically all Bureau of Education employees who receive training in the United States at the expense of the Insular

Government render good, faithful, and valuable service upon their return to the Islands. For this reason and for the further reason that there is probably no better way of preparing Filipino young men and young women for greater responsibilities in school work, it is thought that we should not, for many years to come, discontinue the practice of sending public-school teachers abroad for higher training in professional courses.

In the general appropriation act for 1918 and in each general appropriation act since then, funds have been assigned to the Bureau of Education for the purpose of sending student-pensionados from the specially organized provinces of Mindanao and Sulu to public secondary schools and to the College of Agriculture of the University of the Philippines with the idea of preparing them for positions in the Bureau of Education. Each of these students signs an agreement to work for the Bureau of Education for as many years after he receives his training as he spends as a pensionado getting it. In December, 1922, there was 1 student pensionado from Mindanao and Sulu attending the Philippine Normal School; there were 3 attending the Zamboanga Normal School; 3 attending the Philippine School of Commerce; 16 attending the Central Luzon Agricultural School; and 3 attending the College of Agriculture of the University of the Philippines.

If retroactive legislation could now be put into effect allowing every regular teacher sabbatical-leave privileges (that is, allowing each regular teacher every seventh year on full pay for rest, travel, and study either at home or abroad) and if permanent provision could be made for the giving of annual increases in salary to deserving and loyal teachers, we should then have far better reason than we now have to expect both contentment and permanency in the teaching service. The ban that was placed during 1922 on promotions by the Council of State has done much to militate against contentment among teachers and employees during recent months.

The following table shows for March, 1922, the average monthly salaries of Filipino Insular teachers, as compared with corresponding averages for March of each of the four years immediately preceding:

The Service
They Render

Student
Pensionados

Contentment and
Permanency
Desired in
Teaching Service

Salaries of Fili-
pino Teachers

Date	Average Monthly Salaries of Filipino Insular Teachers		
	Regular	Temporary	Both Reg- ular and Temporary
March, 1918	P66.33	P50.05	P59.75
March, 1919	70.67	54.71	65.83
March, 1920	75.97	60.24	71.76
March, 1921	89.92	69.62	84.22
March, 1922	98.42	77.66	93.36

The following table shows for March, 1922, the average monthly salaries of Filipino municipal teachers, as compared with corresponding averages for March of each of the four years immediately preceding:

Date	Average Monthly Salaries of Filipino Municipal Teachers		
	Regular	Temporary	Both Reg- ular and Temporary
March, 1918	P26.28	P24.97	P25.72
March, 1919	31.42	29.58	30.65
March, 1920	39.21	35.41	37.86
March, 1921	43.44	37.85	41.72
March, 1922	44.11	39.10	42.57

Naturally, the low salaries that our educational positions offer fail to attract to the teaching service many men and women of very high attainments. But the fact that most of our teachers are of low attainments, and the fact that only a very small per cent of them had normal training as a part of their schooling, is not a true index to the character of the work that they do. In spite of their poor scholarship and poor qualifications at the beginning of their employment, many of them, through persistent study, through well-selected professional reading, through close observation of good teaching, through keen interest in their work, and through a strong desire to excel in teaching ability, soon develop into teachers of a type that may undoubtedly be classed as exceptional when all circumstances are taken into consideration, and it seems to us that there is in this one fact alone sufficient justification for us all to harbor within ourselves an abiding faith in the ultimate success of the Filipino people in all of their common undertakings, aspirations, and objectives.

BUILDINGS AND SITES

Under ordinary circumstances, money for the purchase of school sites and for the construction of school buildings may be

obtained (1) from funds appropriated by the Insular Government for expenditure on Insular, provincial, and municipal permanent-improvement projects, (2) from loans made by the Insular Government to provinces and to municipalities, (3) from loans made to municipalities out of funds deposited by other municipalities in provincial treasuries, (4) from provincial and municipal bond issues, (5) from provincial and municipal school funds, and (6) from voluntary contributions.

Act 3044, carrying the 1922 Insular appropriation for public works, set aside ₱445,000 for use in connection with the purchase of school sites and the construction of school buildings.

But, because of financial difficulties, the Insular Government was unable to permit the release of any of this ₱445,000, and for the same reason, was unable during 1922 to lend money to provinces and to municipalities either for the construction of school buildings or for the purchase of school sites.

Therefore, with Insular assistance in this manner cut off and with only a few small balances left from Insular public-works appropriations of previous years, the provincial and municipal governments and the people of the different school communities found themselves thrown almost entirely on their own resources in all of their transactions relating to the provision of more and better buildings and sites for school purposes; and judging from their accomplishments, they rose to the occasion admirably and met the needs of the situation both whole-heartedly and generously.

The following table shows for December, 1922, the number of government-owned school buildings, and the number of rooms in them, as compared with corresponding data for December, 1921:

Item	December, 1921	December, 1922	Increase	Percentage of Increase
School buildings—				
Permanent	1, 165	1, 301	136	11. 67
Mixed-material	1, 061	1, 137	76	7. 16
Temporary	2, 802	3, 295	493	17. 59
Total	5, 028	5, 733	705	14. 02
Rooms—				
In permanent buildings	6, 366	7, 035	669	10. 51
In mixed-material buildings	2, 591	2, 774	183	7. 06
In temporary buildings	5, 334	6, 593	1, 259	23. 60
Total	14, 291	16, 402	2, 111	14. 77

The following table shows the 1922 increase and percentage of increase in the total number of government-owned school buildings, and the 1922 increase and percentage of increase in the total number of rooms in government-owned school buildings, as compared with corresponding data for each of the four years immediately preceding:

Year	Number of Government-Owned School Buildings (December)	Increase	Percentage of Increase	Number of Rooms in Government-Owned School Buildings (December)	Increase	Percentage of Increase
1917.....	2,701			7,825		
1918.....	3,035	334	12.37	8,861	1,036	13.24
1919.....	3,432	397	13.08	9,995	1,134	12.80
1920.....	4,063	631	18.39	11,741	1,746	17.47
1921.....	5,028	965	23.75	14,291	2,550	21.72
1922.....	5,733	705	14.02	16,402	2,111	14.77

It may be seen from the table given at the bottom of page 18 of this report that out of the year's increase of 705 in the total number of government-owned school buildings, 136 are classified as permanent; 76, as mixed-material; and 493, as temporary.

The following table shows the 1922 increase and percentage of increase in the number of permanent school buildings, and the 1922 increase and percentage of increase in the number of rooms in permanent school buildings, as compared with corresponding data for each of the four years immediately preceding:

Year	Number of Permanent School Buildings (December)	Increase	Percentage of Increase	Number of Rooms in Permanent School Buildings (December)	Increase	Percentage of Increase
1917.....	840			4,465		
1918.....	865	25	2.98	4,664	199	4.46
1919.....	919	54	6.24	4,985	321	6.88
1920.....	1,046	127	13.82	5,594	609	12.22
1921.....	1,165	119	11.38	6,366	772	13.80
1922.....	1,301	136	11.67	7,085	669	10.51

Among the larger of the permanent school buildings completed during 1922 are: a 20-room high-school building in Tuguegarao, Cagayan; a 16-room central-school building in San Pablo, Laguna; an 11-room central-school building in Lobo, Batangas; a 10-room central-school building in San Jose, Batangas; an 8-room central-school building in La Paz, Iloilo; an 8-room central-school

Permanent Buildings Completed during 1922

building in Cantilan, Surigao; and a 7-room central-school building in each of the municipalities of Opon and Mandaue, Cebu.

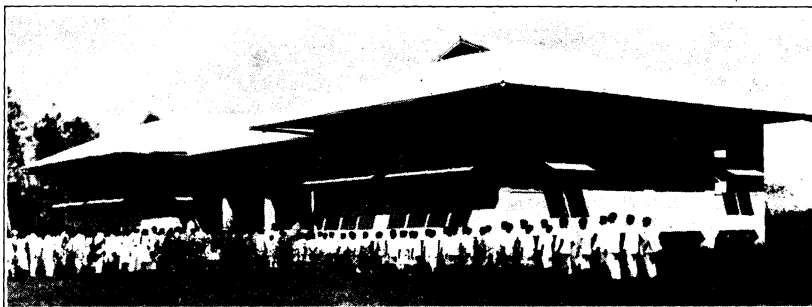
Among the larger of the permanent buildings authorized during 1922 and now under construction are: a 9-room central-school building in Calasiao, Pangasinan; an 8-room central-school building in Baguio, Mountain Province; and a 7-room central-school building in Hagonoy, Bulacan.

The new building started in 1921 in Pasay, Rizal, for the School for the Deaf and the Blind will soon be completed at a total cost of about ₱275,000 and will be ready for occupancy in March or April. The completion of the work on the new normal-school buildings started three or four years ago in Cebu, Iloilo, and Ilocos Norte is still being deferred because of lack of funds.

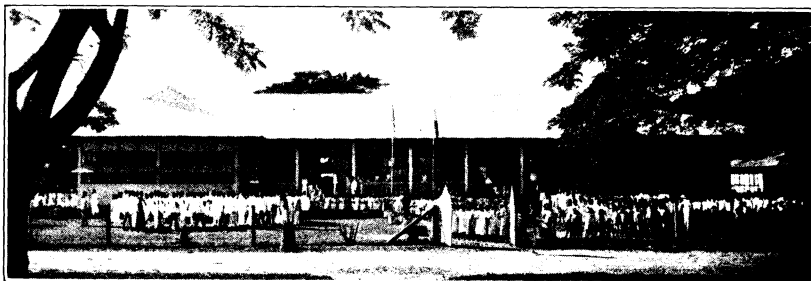
There are now in the offing five memorial-school projects, all calling for the construction of permanent buildings after special plans. These are: the Marcelo H. del Pilar memorial school building in San Nicolas, Bulacan, provided for in Act 2794 of the Philippine Legislature; the Miguel Malvar memorial school building in Santo Tomas, Batangas, and the General Trias memorial school building in General Trias, Cavite, both provided for in Act 3015; the Cayetano S. Arellano memorial school building in Orion, Bataan, provided for in Act 3020; and the Fernando Magellan memorial school building on the island of Limasawa, off the coast of Leyte, provided for in Act 3040.

The following table shows the 1922 increase and percentage of increase in the number of mixed-material school buildings, and the 1922 increase and percentage of increase in the number of rooms in mixed-material school buildings, as compared with corresponding data for each of the four years immediately preceding:

Year	Number of Mixed-Material School Buildings (December)	Increase	Percentage of Increase	Number of Rooms in Mixed-Material School Buildings (December)	Increase	Percentage of Increase
1917	677			1,448		
1918	741	64	9.45	1,814	366	25.28
1919	816	75	10.12	2,029	215	11.85
1920	966	150	18.38	2,393	364	17.94
1921	1,061	95	9.83	2,591	198	8.27
1922	1,137	76	7.16	2,774	183	7.06



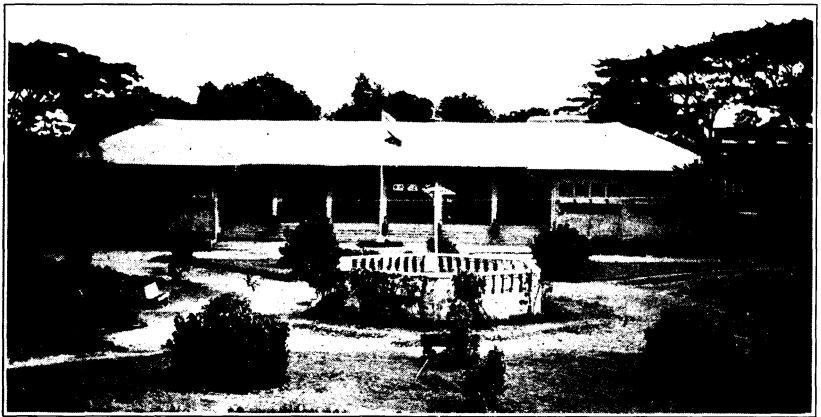
Mirasol Elementary School, Iloilo. Building and site donated by Mr. and Mrs. Alejandro Mirasol, of Iloilo.



Pupils marching into classrooms, Asingan Elementary School, Asingan, Pangasinan.



Butuan Central School building, Butuan, Agusan.



Bataan Provincial School building, Balanga, Bataan.

The following table shows the 1922 increase and percentage of increase in the number of temporary school buildings, and the 1922 increase and percentage of increase in the number of rooms in temporary school buildings, as compared with corresponding data for each of the four years immediately preceding:

Year	Number of Temporary School Buildings (December)	Increase	Percentage of Increase	Number of Rooms in Temporary School Buildings (December)	Increase	Percentage of Increase
1917-----	1, 184			1, 912		
1918-----	1, 429	245	20. 69	2, 377	465	24. 32
1919-----	1, 697	268	18. 75	2, 981	604	25. 41
1920-----	2, 051	354	20. 86	3, 754	773	25. 93
1921-----	2, 802	751	36. 62	5, 334	1, 580	42. 09
1922-----	3, 295	493	17. 59	6, 593	1, 259	23. 60

The rapid extension of education, coupled with the shortage of public-improvement funds and the high cost of materials, labor, and transportation, has necessitated the construction during the last few years of a much larger number of temporary buildings than would have ever been thought feasible otherwise. The fact that so many of the buildings destroyed every year are of a temporary nature is in itself a very strong argument in favor of the construction wherever possible of permanent buildings, which, because of the satisfaction that they give and because of their substantiality, are in the long run much more economical.

Division superintendents have been especially urged during the last two years to have insurance taken out and kept up on all provincial and municipal school buildings that are insurable under present regulations. It is thought that, as a result, a larger percentage of our schoolhouses are now insured than at any time previously. There has been presented to the Philippine Legislature a bill that has for its purpose the automatic insurance by the Insular Government of all provincial and municipal school buildings as soon as they are completed. We should like to see this bill passed.

Since there are always more schools in operation than there are government-owned buildings to house them, it is necessary each year to rent a sufficient number of privately owned buildings to take care of them. Although most of the rented buildings are the best that can be obtained, they are as a rule not satisfactory for school purposes.

We should like to see more government-owned cottages provided, at reasonable rents, for our teachers, especially for our high-school teachers, who so often experience serious difficulty in locating suitable places to live. Whatever may be done now or later to add to the home comforts of our teachers will be certain to bring most satisfactory returns in the form of increased permanency, contentment, and efficiency in the teaching service.

Our school sites are acquired in three ways; namely, by purchase, through donations, and from government reservations.

By far the largest number of them are acquired through donations. This in itself speaks remarkably well for the encouragement and the support that the public schools receive from the people in general, whose generosity in thus contributing to the cause of popular education is and ever has been one of the most commendable features of educational accomplishment in these Islands.

The following table shows for December, 1922, the number and the classification of government-owned school sites as compared with corresponding data for December, 1921:

Item	December, 1921	December, 1922	In- crease (+) De- crease (-)	Percentage of Increase (+); of De- crease (-)
School sites—				
Insular and provincial.....	115	121	+ 6	+ 5.22
Municipal:				
Central—				
First-class.....	667	792	+125	+18.74
Second-class.....	211	171	— 40	—18.96
Third-class.....	342	318	— 24	— 7.55
Barrio—				
First-class.....	1,794	2,313	+519	+28.93
Second-class.....	587	606	+ 19	+ 3.24
Third-class.....	898	843	— 55	— 6.12
Total	4,614	5,164	+550	+11.92

Much was accomplished during 1922 in the way of developing second-class and third-class central and barrio school sites into first-class sites. This accounts for the decrease shown in the table just given in the number of second-class and third-class central school sites and in the number of third-class barrio school sites, and to some extent accounts for the large increases in the number of first-class sites.

The following table shows the 1922 increase and percentage increase in the total number of government-owned school sites, as compared with corresponding data for each of the four years immediately preceding:

Date	Number of Government-Owned School Sites (December)	Increase	Percentage of Increase
1917	2,824		
1918	3,193	369	13.07
1919	3,647	454	14.22
1920	4,041	394	10.80
1921	4,614	573	14.18
1922	5,164	550	11.92

Up to 1920, the surveying of school sites was done entirely by the Bureau of Lands. But due to lack of funds and of personnel in that Bureau and due to the large increase in the number of school sites caused by the operation of the extension program financed by Act 2782, it became impossible for them to give us all of the assistance that we needed. For this reason, we had to add to the Buildings Division of the General Office a surveying section, the duty of which was to see to the surveying of some of the school sites that the Bureau of Lands could not survey. The absolute necessity for such a section having now passed, it has been abolished for the sake of economy.

FINANCES

At present, the Philippine public-school system is financed with funds obtained from governmental sources—Sources of School Funds Insular, provincial, and municipal—supplemented by voluntary contributions.

The net total of 1922 governmental expenditures—Insular, provincial, and municipal—for public-school purposes is not yet known, because the figures representing 1922 provincial and municipal school expenditures are not yet available, and will most likely not be available until near the end of 1923.

The following table shows the net total of 1921 governmental expenditures for public-school purposes, together with the 1921 governmental expenditure per capita and per pupil, as com-

pared with the corresponding data for each of the four years immediately preceding:

Year	Net Total of Governmental Expenditures for Public-School Purposes	Governmental Expenditure per Capita ¹	Governmental Expenditure per Pupil ²
1917	₱9,222,321.32	₱0.915	₱16.129
1918	10,881,699.97	1.055	19.180
1919	14,271,126.55	1.353	22.489
1920	18,211,539.70	1.687	23.183
1921	22,301,718.29	2.020	24.062

¹ Expenditure per capita is figured on the basis of the total-population estimates given in the table at the bottom of page 10 of this report.

² Expenditure per pupil is figured on the basis of average monthly enrolment for all of the school months in the fiscal year except June, the opening month, during which many of the primary pupils are held out of school because of the normal institutes that are then in session.

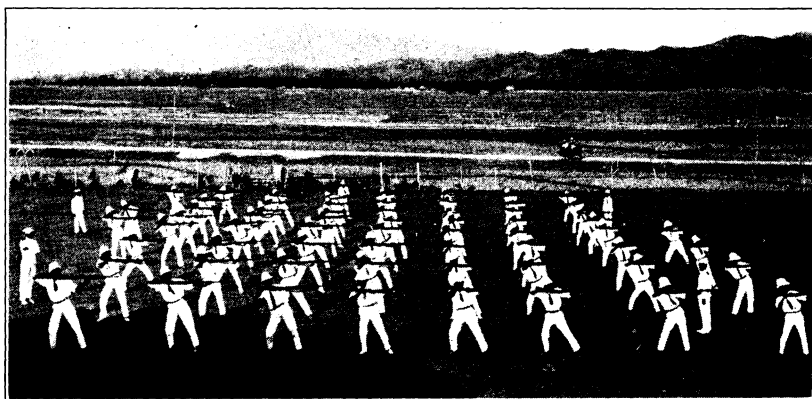
During the year 1922, the net total of Insular expenditures for public-school purposes was ₱14,884,237.76, or ₱570,412.41 more than the corresponding total for 1921.

The following table shows the 1922 increase and percentage of increase in the total of Insular expenditures for school purposes, as compared with the corresponding data for each of the four years immediately preceding:

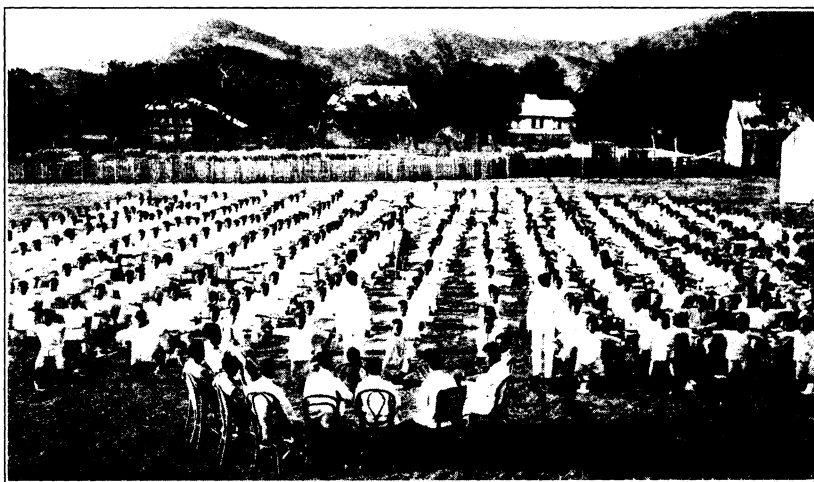
Year	Net Total of Insular Expenditures for Public-School Purposes	Increase	Percentage of Increase
1917	₱5,176,788.42		
1918	6,067,277.33	₱890,488.91	17.20
1919	10,087,449.92	4,020,172.59	66.26
1920	12,802,247.83	2,714,797.91	26.91
1921	14,313,825.35	1,511,577.52	11.81
1922	14,884,237.76	570,412.41	3.99

Since figures representing provincial and municipal expenditures for public-school purposes during 1922 are not now obtainable, we are reporting herein corresponding figures for the fiscal year 1921.

The 1921 total of expenditures on provincial high, normal, agricultural, farm, trade, and commercial schools was ₱3,299,374.54. But since ₱20,768.14 of this amount was derived from Insular funds distributed as aid to the provinces and was reported among 1921 Insular expenditures, the actual contribution of the provinces during 1921 to the support of provincial schools was ₱3,278,606.40, or ₱2,228,114.12 more than the corresponding contribution during 1920.



Military drill, Tagudin High School, Tagudin, Ilocos Sur.



Calisthenics, with orchestral accompaniment, Cuyapo Central School, Cuyapo, Nueva Ecija.



Impromptu games, Zamboanga Central School, Zamboanga.



Finish, 100-yard dash, interprovincial meet, Albay, Albay.

The following table shows the 1921 increase and percentage of increase in the actual contribution of the provinces to the support of the schools, as compared with the corresponding data for each of the three years immediately preceding:

Year	Net Total of Provincial Expenditures for Public-School Purposes	Increase (+) Decrease (-)	Percentage of Increase (+); of Decrease (-)
1917	P431,018.20		
1918	715,614.63	+ P284,596.43	+ 66.08
1919	468,124.58	- 247,490.05	- 34.58
1920	1,050,492.28	+ 582,367.70	+ 124.40
1921	3,278,606.40	+ 2,228,114.12	+ 212.10

The 1921 total of expenditures on municipal schools was ₱13,585,071.30. But since ₱8,875,784.76 of this amount was derived from Insular funds distributed as Insular expenditures, the actual contribution of the municipalities during 1921 to the support of municipal schools was ₱4,709,286.54, or ₱350,486.95 more than the corresponding contribution during 1920.

The following table shows the 1921 increase and percentage of increase in the actual contribution of the municipalities to the support of the schools, as compared with the corresponding data for each of the three years immediately preceding:

Year	Net Total of Municipal Expenditures for Public-School Purposes	Increase (+) Decrease (-)	Percentage of Increase (+); of Decrease (-)
1917	₱3,614,514.70		
1918	4,098,808.01	+ P484,293.31	+ 13.40
1919	3,715,552.05	- 383,255.96	- 9.35
1920	4,358,799.59	+ 643,247.54	+ 17.31
1921	4,709,286.54	+ 350,486.95	+ 8.04

It may be seen from a study of the last two tables given that, on the whole, provincial and municipal support of the schools is variable and uncertain. Every year provincial and municipal school funds have to be supplemented by Insular funds that otherwise could be devoted to the further extension of popular education. This state of our school financial affairs will continue until something definite is done to increase local revenues for school purposes.

The total value of voluntary contributions during the school year 1921-22 to the support of public schools was ₱1,498,110.63, or ₱150,986.29 more than the total value of voluntary contributions to the same cause during the school year 1920-21.

The following table shows the 1921-22 increase and percentage of increase in the total of voluntary contributions to public-school support, as compared with the corresponding data for each of the four school years immediately preceding:

School Year	Total of Voluntary Contributions to Public-School Support	Increase	Percentage of Increase
1916-17 -----	P478, 802. 61		
1917-18 -----	617, 399. 77	P138, 597. 16	28. 95
1918-19 -----	682, 549. 58	65, 149. 81	10. 55
1919-20 -----	799, 537. 84	116, 988. 26	17. 14
1920-21 -----	1, 347, 124. 34	547, 586. 50	68. 49
1921-22 -----	1, 498, 110. 63	150, 986. 29	11. 21

EXTENSION OF ELEMENTARY EDUCATION ARRESTED

As is already quite generally known, Act 2782, which was passed in 1918, appropriated, out of Insular funds not otherwise appropriated, the sum of P30,705,824 to be released, if available, in annual instalments during 1919, 1920, 1921, 1922, and 1923, and to be used for the purpose of extending in the Islands the advantages incident to free elementary instruction. From the P30,705,824 thus appropriated, there was available for expenditure during 1919 the sum of P735,000; during 1920, the sum of P3,919,000; during 1921, the sum of P6,305,400; and there should have been available for expenditure during 1922 the sum of P8,710,440, but, with the financial situation such as it was, this latter amount had to be reduced to P7,047,828.60, practically all of which, because of limitations in the 1922 appropriation for current expenses, was needed to finance extension schools already in operation; to keep elementary education really free in all of the schools in which, prior to 1919, tuition fees had been collected; and to keep teachers' salaries up to the level reached in 1921. Since this was the case, serious interruption in plans for the further extension of elementary education could not be avoided.

It is thought however that this interruption in plans for the further extension of elementary education came not without certain beneficial results, particularly since it furnished the educational system, after so much hasty expansion, with a period of not wholly unwelcome relief during which more attention could be given to concentration, standardization, and consolidation

Arrest in Extension Program
Not without Good Results

that was undoubtedly needed to effect vital improvements both in standards of equipment and in standards of instruction.

Since demands for better financial support of intermediate education became so greatly persistent at the opening of schools

Voluntary Contributions Resorted To	last June, and since there was such a want of funds with which to satisfy these demands, the Council of State in July approved a resolution consenting to the collection of voluntary contributions for the purpose of providing for intermediate classes not otherwise provided for, with the understanding of course that the Insular Government was to assume no responsibility for the future maintenance of such classes. It is estimated that about 67 municipalities in 22 provinces took advantage of the provisions of this resolution, some for the purpose of opening new classes; others for the purpose of maintaining old classes that were left inadequately provided for when the collection in 37 provinces of the 1922 real-property tax was postponed.
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Except under circumstances like those cited in the last paragraph, it has never been our desire to give much encouragement

Collection of Con- tributions for Operating Expenses Undesirable	to the collection of voluntary contributions for school purposes other than for the purchase of equipment, the purchase of sites, and the construction of buildings. In fact, it is thought that the collection of voluntary contributions for the purpose of defraying operating expenses of public schools is unwarranted except as a last resort, not only because it is wrong in principle but also because it is subject to very great abuse.
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Between December, 1918, and December, 1922, the rate of increase in the number of pupils enrolled in the public schools

Further Extension Must Be Provided For	was 63.33 per cent, due largely to the operation of Act 2782. But, notwithstanding this fact, there are even yet, as has been shown elsewhere in this report, only about 36 per cent of Filipino children of school age reached by the public schools. This means that further extension of education in the Islands must in some manner be provided for. It should certainly be possible to do this in one or more of the following ways: (1) through larger Insular appropriations for school purposes; (2) through increased local taxation for the support of the schools; (3) through the setting aside of public domain as a source of income for the use of the schools.
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ORGANIZATION

To the Bureau of Education, which comes under the executive control of the Department of Public Instruction, is committed the direct administration and supervision of public instruction throughout the Islands.

The Bureau of Education has one chief and one assistant chief, known respectively as the Director of Education and the Assistant Director of Education, both appointed by the Governor-General with the consent of the Philippine Senate. As a rule, appointment to the position of chief or assistant chief of the Bureau is made by the promotion of some person already in the organization.

The office of the Director of Education and the Assistant Director of Education is in Manila and is usually referred to as the General Office of the Bureau of Education. It is composed of six divisions; namely, academic, industrial, accounting, property, buildings, and records.

The Academic Division is concerned with the work of supervising and inspecting academic work; improving academic courses of study; editing and proofreading publications, general instructions, general circulars, general memorandums, etc.; preparing school-library lists; preparing general-examination questions; collecting photographs and photographic plates; mailing publications; keeping school statistics; disciplining and transferring pupils; etc.

The Industrial Division is concerned with the work of supervising and inspecting industrial work; improving industrial courses of study; designing and drafting patterns for industrial work; purchasing, perforating, stamping, and dying materials for industrial work; furnishing materials and equipment for industrial classes; disposing of pupils' handiwork; etc.

The Accounting Division is concerned with the work of keeping accounts; making disbursements and collections; keeping financial statistics; keeping record of the service of teachers and employees; looking after collections for, and disbursements from, the teachers' pension and disability fund; etc.

The Property Division is concerned with the work of requisitioning, allotting, and shipping books and supplies; keeping records of property transactions; etc.

The Buildings Division is concerned with work relating to the purchase of school sites, to the construction of school build-

ings, to the preparation of plans for new buildings, to the keeping of statistics pertaining to sites and buildings, to the making of allotments of Insular funds for building and site purposes, etc.

The Records Division is concerned with the work of recording, indexing, and filing correspondence; receiving, dispatching, and delivering mail; planotyping and mimeographing technical bulletins, circulars, instructions, memorandums, letters, etc.

The duties connected with the chiefclerkship in the General Office and the duties connected with the general supervision of agricultural education in the field are performed by men who are not attached to any particular division.

In the field, there were in December, 1922, 49 school divisions
 Field and 4 Insular schools administered by division
 Organization superintendents, 40 of whom were Americans and
 13 of whom were Filipinos.

As a rule, the bounds of the school divisions are identical with the bounds of the provinces. The offices of most of the division superintendents are located in provincial capitals and are referred to as division offices.

Attached to most of the division offices are division supervisors of academic and of industrial education and to some, division supervisors of hygiene and sanitation. In December, 1922, there were on duty 159 division academic and industrial supervisors, 8 of whom were Americans and 151 of whom were Filipinos.

For each school district into which a school division is divided there is a district supervisor, called *supervising teacher*. In December, 1922, there were in the Islands 493 supervising teachers, 29 of whom were Americans and 464 of whom were Filipinos.

Division superintendents are appointed by the Director of Education and to him they are thus held directly responsible. Division supervisors and district supervisors are held responsible directly to division superintendents and indirectly to the Director of Education, as are also principals of provincial high, normal, agricultural, farm, trade, and commercial schools. Principals of municipal and barrio schools are held responsible directly to district supervisors, indirectly to division superintendents, and through division superintendents, to the Director of Education. Classroom teachers are generally held responsible directly to their principals, indirectly to supervisors and

division superintendents, and through division superintendents, to the Director of Education.

It may thus be seen that the control of the Philippine public-school system is centralized to a very high degree. But this does not mean that the control is autocratic. On the contrary, it is very democratic. While administrative authority and supervisory responsibility in the organization terminate in the directorate, the opinion and the advice of both the General Office force and the field force is quite freely sought before ultimate conclusions as to general policies are reached.

Much of the work of each succeeding school year is determined during the long vacation at conferences of supervisors, principals, and teachers, and at a convention of division superintendents, held at Teachers Camp, Baguio. During the school year, it frequently happens that different members, or committees composed of members, of the school organization are called on for assistance in the disposal of current problems that are too urgent to be carried over to the vacation period for solution.

It is without doubt due largely to centralized control in the public-school organization that such notable progress has been made in popular education here during the last twenty years.

And the fact that the directors of education and the division superintendents of schools receive their appointments and hold their positions, not through political influence, but through recognition of their fitness, because of long experience, for the work that they are called on to do, has quite commendably kept educational progress unimpeded by politics or by political changes, which may even bring changes in the administrative control of the Islands without bringing changes in the administrative control of the schools.

COURSES OF STUDY

Our school curriculum is at present made up of 4 elementary courses and 8 secondary courses. The following table shows for December, 1922, the annual enrolment in each of these courses, as compared with corresponding data for December, 1921:

Their Names and
the Enrolment
in Each



First-grade class, Iloilo Central School, Iloilo.



First-grade class, Polo Elementary School, Polo, Bulacan.



Fourth-grade class in plain sewing, Lubao, Pampanga.



Class in embroidery, Davao Elementary School, Davao.

Course	Annual Enrolment for Decem- ber, 1921	Annual Enrolment for Decem- ber, 1922	Increase (+) Decrease (-)	Percent- age of In- crease (+); of De- crease (-)
Elementary—				
General.....	985,196	1,004,151	+18,955	+ 1.92
Housekeeping and household arts.....	29,964	31,427	+ 1,463	+ 4.88
Agricultural.....	26,272	24,431	- 1,841	- 7.01
Trade.....	3,898	3,917	+ 19	+ .49
Secondary—				
General.....	18,721	24,712	+ 5,991	+32.00
Normal.....	2,969	4,323	+ 1,354	+45.60
Agricultural.....	1,000	1,406	+ 406	+40.60
Housekeeping and household arts.....	922	1,367	+ 445	+48.26
Trade.....	680	949	+ 269	+39.56
Commercial.....	505	339	- 166	-32.87
Surveying.....	66	63	- 3	- 4.55
Nautical.....	62	59	- 3	- 4.84
Total.....	1,070,255	1,097,144	+26,889	+ 2.51

While, as we have pointed out before, the general courses do not prepare as definitely for vocations as do the other courses, they afford abundant opportunity for training in industry, through the teaching of such subjects as hand-weaving, gardening, and woodworking to boys and through the teaching of such subjects as sewing, cooking, housekeeping, handweaving, embroidery, and lace making to girls.

The first draft of a new course of study for the primary grades is now ready, but it has yet to be edited and put in final shape before it can be printed. In the preparation of this course, consideration has been given to the needs of children in all parts of the Islands. The course is therefore very elastic and gives supervisors, principals, and teachers much latitude for the employment of individual judgment and initiative in the choice of materials and methods.

Through increasing elasticity in our courses of study, we hope all the better to realize our aim toward having pupils promoted as rapidly as they show that they are qualified to do the work of higher grades. In this way, pupils of more than average ability may be more quickly prepared for useful work and for intelligent leadership, while pupils of average ability or of ability under the average may receive more attention, make more progress, and possibly rise above the ordinary.

Work on a new course of study for the intermediate grades is now in progress. In the preparation of this course, consideration will be given to the same ideals and to the same principles that have been adhered to in the preparation of the new primary course.

Committees met during 1921 to consider the revision of the two-year and the four-year normal courses that were then in

operation in provincial secondary schools. Although they came to no definite conclusions, they made certain proposals that, after being commented upon by different members of the Bureau, were discussed, amplified, and acted upon at the 1922 convention of division superintendents in Baguio. In accordance with recommendations passed at this convention, the revisions were formulated and put into effect soon after the opening of the present school year.

An outline of each of the new normal courses is given below, the figures in parentheses indicating the number of recitations a week (D meaning double period):

THE TWO-YEAR NORMAL COURSE

First Year	Second Year	
Literature (4). Current events (1).	Literature and composition (5).	
Composition (5).	Reading (5).	
United States history (3). United States government (2).	Psychology (5).	Methods (5).
Arithmetic (5).	Physical geography (5).	Geography (5).
Industrial work (3D and 2). Music (2).	Observation and teaching (5D).	
Physical education (3).	Physical education (3).	

THE FOUR-YEAR NORMAL COURSE

First Year	Second Year		Third Year	Fourth Year	
Literature (4). Current events (1).	Literature and composition (5).		Literature and composition (5).	Literature and composition (5).	
Composition (5).	Reading (5).		Biology (5D).	Economics (5).	
United States history (3). United States government (2).	General History (4). Current events (1).		General history (4). Current events (1).	Philippine history and government (4). Current events (1).	Physiology, hygiene, and sanitation (5).
Arithmetic (5).	Physical geography (5).	Geography (5).	Psychology (5).	General Methods (5).	School management (5). History of education (5).
Industrial work (3D). Drawing (2D).	Algebra (5).		Music (3). Writing (2).	Observation and teaching (5D).	
Physical education (3).	Physical education (3).		Observation (3).	Physical education (3).	

At the beginning of the next school year, there will be sent out from the General Office for two-year and four-year normal classes, mimeographed outlines of courses in reading; arith-

New Outlines in
Normal-Course
Subjects metic; geography; history and government; and
physiology, hygiene, and sanitation. The outline
in reading will be a reprint of the outline sent

out in this subject in November, 1921, but the other outlines will be entirely new. They will all be suggestive rather than mandatory, and teachers will be expected to adapt them to the particular needs of their classes. If the aims, the standards, the principles, and the methods set forth in these outlines are effectively presented, there will undoubtedly come as a result great improvement in the teaching that is done by graduates of our high-school normal courses.

TEXTBOOKS, PUBLICATIONS, AND OTHER PRINTED MATERIAL

Textbooks, and courses of study as well, are standard throughout the Islands in all public schools except in a few schools of special type. Nearly all of the textbooks used

Textbooks Stand-
ard throughout
Islands in the elementary schools and some of the text-
books used in the secondary schools have been

prepared especially for Philippine use.

The last adoption of textbooks in the Philippines was in 1918, for a period of five years. The next adoption is thus scheduled

Next Adoption
of Textbooks in
1923 for 1923. Requests have already been made of
publishers and of publishers' representatives to
submit sample books for consideration in con-

nection with the coming adoption and to send in bids for supplying them.

A few of our textbooks we produce ourselves, just as we do bulletins, manuals, and other publications, the printing and the binding being done by the Bureau of Printing. Among the

Textbooks and
Other Publica-
tions Produced
by Bureau of
Education publications that we received from the Bureau
of Printing during 1922 were the following: a
reprint of *Housekeeping*, a textbook for the use
of girls in the intermediate grades; the Twenty-

Second Annual Report of the Director of Education; and *The Philippine Islands*, a pamphlet containing information for Americans thinking of entering the Philippine teaching service. Among the Bureau of Education publications that were being printed at the Bureau of Printing at the end of the year were: a complete revision of *English Composition*, a manual for the use of teachers and students in the secondary schools; a reprint

of *Physical Education*, a manual for the use of teachers in all schools; a reprint of *Civics, Hygiene, and Sanitation*, a manual for the use of teachers in the first six grades; a reprint of *Prose Selections*, used in first-year secondary English classes; and a reprint of *Selected Short Poems*, used in second-year secondary English classes.

Every year a large amount of material is planotyped or mimeographed in the General Office and sent to the field. Besides the usual general instructions, general circulars, general memorandums, and general letters on a wide range of subjects, this material during 1922 included: a tentative library manual; a technical bulletin on the teaching of crocheting; a treatise on the humane treatment of animals; and a station list of Bureau of Education employees.

It may not be out of place here to mention the fact that, because of adverse economic conditions, the publication of secondary-school annuals is to be forbidden from now on, or at least until notice to the contrary is given. There is little doubt but that the money ordinarily spent on secondary-school annuals could be spent to much better advantage on other things. If graduating classes should use the money that they have to spend on class souvenirs, for the purchase of library books, or something else of similar value, for the schools (as has already been done in several places), they would, it is thought, be doing something that would be remembered much longer and that would be of much greater benefit than the publication of class annuals.

LIBRARIES

Despite the fact that public-school libraries in the Philippines are almost entirely dependent upon fees,¹ benefits, donations, etc.,

¹ Small matriculation fees have for years been collected from pupils enrolling in Philippine intermediate and secondary schools, for the benefit of a pupils' fund that has been spent on various school activities for which public funds were not available. Last year, the payment of these fees were made wholly voluntary on the part of pupils. This has of course tended to lessen their importance as a source of library funds. According to new instructions issued from the General Office last October, 40 per cent of all matriculation fees collected must be devoted to the purchase of books, magazines, supplies, and equipment for school libraries; 40 per cent, to the purchase of school athletic equipment and to the cause of school athletics in general; and 20 per cent, to the purchase of pictures for classroom decoration, to the cause of special activities, and to such other causes as may be approved by division superintendents.

rather than upon public taxation, for their support, much progress is being made each year in establishing them and in augmenting the number of books in them, as may be noted from a study of the following table, which shows for the year 1922, the number of school libraries and the number of books in them, as compared with the corresponding information for each of the four years immediately preceding:

Year	Number of School Libraries			Total Number of Books			Average Number of Books		
	Elementary	Secondary	Total	In Elementary School Libraries	In Secondary School Libraries	In All School Libraries	In Elementary School Libraries	In Secondary School Libraries	In All School Libraries
1918.....	1,684	45	1,729	146,746	78,959	225,705	87	1,755	131
1919.....	1,732	48	1,780	199,797	96,001	295,798	115	2,000	166
1920.....	2,001	59	2,060	249,515	101,620	351,135	125	1,722	170
1921.....	2,205	71	2,276	293,263	113,777	407,040	133	1,602	179
1922.....	2,684	74	2,758	352,875	129,148	482,023	131	1,745	175

As the school libraries increase in number and in size, we are confronted more and more with problems that have to do with the proper housing, the proper care, and the proper use of them. In most of our schools, the demand for classrooms is so great that it is very often difficult and many times impossible to set aside for the use of the libraries, rooms that are sufficiently attractive, cheery, comfortable, and inviting to appeal to pupils in the manner that library rooms should. So far, we have not been able to provide more than a few of our larger libraries with trained librarians, and most of such librarians that we have been able to provide have to do library work and teach at the same time. Wherever trained librarians are not to be had, classroom teachers have to be depended on to look after the libraries and to help pupils use them properly.

In every high school in the Islands, a series of twelve or more lessons on the proper use of libraries is given early in the school year to all students enrolled in first-year classes. In connection with these lessons, students are required to familiarize themselves with the contents of the school library, and they are taught, among other things, the proper care of books; the parts and the make-up of books; how to obtain books from the library; how to follow library rules; how to conduct themselves in the library; and how to use the dictionary, the encyclopedia, the atlas, etc. Most of the material for these lessons is based

on suggestions found in Bureau of Education *Library Lessons for Philippine Public Schools* and in Bureau of Education *Course of Study in English for High Schools*.

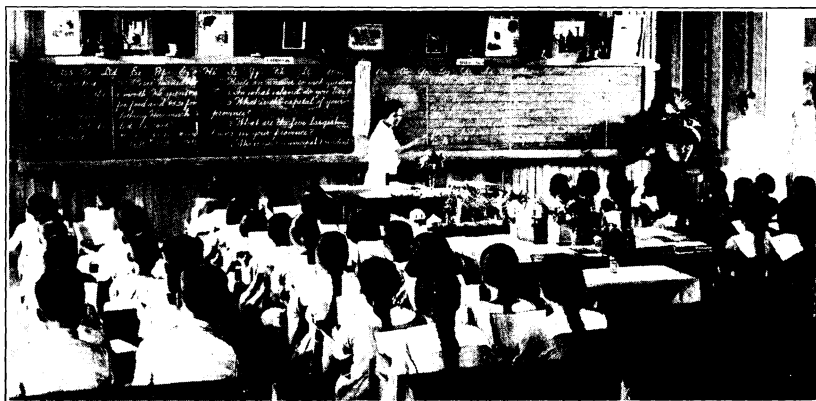
Many of the larger of our school libraries are now classified according to the Dewey decimal classification, but very few of them are as yet cataloged. Cataloging is of course hard to do and proceeds with difficulty when trained help is not available. However, we hope that means may soon be devised to get more in the way of cataloging done, so that the libraries may be so much the better prepared to serve not only the schools but also the people of the school communities.

Last year, we requested Gaylord Brothers, of Syracuse, N. Y., to furnish a copy of their catalog of library supplies and a copy of *The A B C of Library Methods* to each of our provincial high-school libraries. At the same time we requested division superintendents to invite the attention of high-school librarians to the practical helps contained in these pamphlets and to the advantage of using them in connection with Hitchler's *Cataloging for Small Libraries*, copies of which we had previously sent to a number of the larger libraries.

Copies of the first draft of a proposed library manual covering all of the most essential points connected with the administration and the organization of school libraries were last year sent to principals and to librarians in a number of different school divisions for criticism and for comment. As soon as the resulting replies can be gone over and compiled, and as soon as suggested changes can be made in the manuscript, the advisability of having it edited and printed will be considered.

A new list of books suitable for high-school libraries has just been prepared, and the preparation of new lists of books suitable for primary and intermediate-school libraries will be undertaken within the next few months. Although the three lists will be printed separately, they will most likely be sent out at about the same time.

Most of the traveling libraries that were furnished a few years ago by the Bureau of Education to different school divisions are still in use and have been found of material benefit in supplying needed reading material to pupils in out-of-the-way places. The classroom libraries that are found in many of the central schools, and in some of the larger of the barrio schools, contain books that are well suited to the ages and the purposes of the pupils.



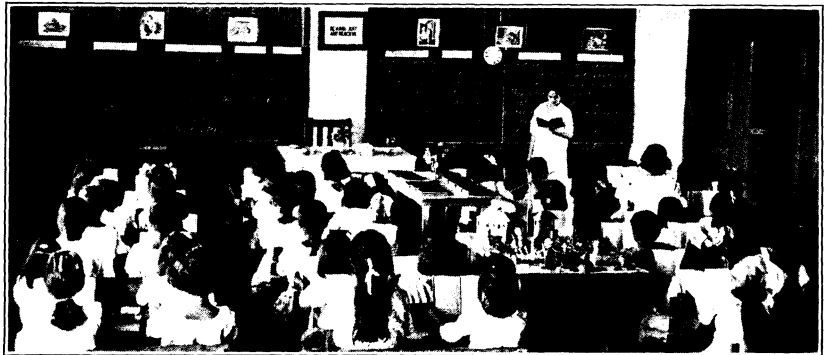
Third-grade class in arithmetic, Carcar, Cebu.



Fourth-grade teacher using phonograph in connection with opening exercises, Ilagan, Isabela.



First-grade class, Bangued Central School, Bangued, Abra.



First-grade class, Barili Central School, Barili, Cebu.

whom they serve, and to whom they are of great help. The professional libraries that are maintained in connection with many of the division offices are of inestimable value in keeping teachers supplied with the latest and the best of ideas with reference to modern educational practice.

SUPERVISION OF INSTRUCTION

To successfully cope with the many unfavorable conditions under which instruction in our schools has to proceed, we need and must have supervision—general and local, extensive and intensive—of the very highest type possible of attainment. It is in full realization of this fact that so much time and thought has been given here in the past, and will continue to be given in the future, to the perfection of a system of supervision that can really be depended on to effectively meet the situation.

Since most of the teachers in Philippine schools are of qualifications that are far below desirable standards in the way of scholastic attainments and professional training, supervision here, to be productive of good results, must in no way fail to include whatever practical and operative measures that may be necessary to develop in inexperienced teachers as much proficiency as possible in school organization, methods, and subject matter, after they actually begin teaching.

Wherever supervision involves such widespread and wholesale training of teachers, it naturally becomes a tremendous problem.

Progress Here
Dependent
upon it This we believe is fully realized by all school men in the Islands, and there is no doubt but that educational progress here is largely dependent upon the skill with which the problem is met.

Repeated visits of representatives of the General Office to the field furnish occasion for much that is of great value in the way of general supervision. Local supervision is done by district supervisors and principals, with the help and guidance of division supervisors and division superintendents.

Much has been done recently to strengthen the supervisory force in the field by employing district supervisors and principals of higher scholastic and professional qualifications. As a result, there has been in evidence lately much improvement in local supervision. The employment of stronger principals in the larger of the central schools has had the effect of relieving district supervisors of much responsibility for the supervision of instruction in these schools and of thus leaving them freer

to concentrate their time and attention much more intensively than ever on supervision of instruction in barrio schools.

There are two great hindrances to the employment of better-qualified supervisors and principals. One is the want of money with which to pay better salaries and the other is the dearth of teachers fitted by training and experience to assume responsibilities connected with supervision and administration. The salaries that we have so far been able to offer have ever been much too low to hold many desirable teachers in the service long enough for them to really fit themselves for the better supervisory and administrative positions.

**Hindrances to
Employment of
Good Supervisors**

The number of qualified teachers leaving the teaching service every year to accept better-paying positions elsewhere is dismaying. The only possible remedy is to raise and to standardize salaries in such a way as to make the educational field as desirable and as profitable as any other field—governmental, professional, or commercial—for men and women of real ability, training, and experience. If this can ever be done, our supervisory and teaching forces will with certainty be strengthened to an uncommon degree. It will then be much easier for us to obtain and to hold in the service trained and experienced teachers, to be augmented each year, instead of being replaced as they now are, by hundreds of graduates of our normal courses. The difference that this would make in the efficiency and the quality of instruction in our schools would be inestimable.

**Salaries Should
Be Raised**

At present, our supervisory force is really not large enough to do with proper facility and efficacy the vast amount of work expected of it. Some of our supervisors have to direct the work of too many teachers. Others have to visit too many schools scattered over large areas. These conditions can of course be remedied by decreasing the size of supervising districts, but such a move is made impracticable just now by lack of money and personnel.

**Supervisory Force
Inadequate**

It is believed that the supervisory duties of the division superintendent should always take precedence over his administrative duties, however important his administrative duties may seem.

**Supervisory Duties
of Superintendent
Important**

His prestige, his training, and his experience are decidedly to his advantage on all of his inspection trips and thus help to make his visits to different school districts so much the more provocative of good results. His presence, his direction, and his advice at normal institutes, at teachers conferences, and on visiting days are al-

ways of inestimable value to teachers who are earnestly striving to profit by the helpful instruction and suggestions that these occasions afford them.

It is always with gratification that we note increases in the number of inspection trips made by division superintendents and division supervisors, and also in the amount of assistance and guidance that they give to district supervisors and principals, because we are aware of the good results that may thus be obtained. To make their inspection trips of more far-reaching benefit, division supervisors—academic and industrial—are now quite generally required, on all trips that they make, to inspect and to report not only on the phase of school work in which they themselves are specialists, but on other phases of the work as well. This, increasing as it does the number of visits that teachers may expect from supervisors, cannot fail to have a very salutary effect on the kind of teaching that is done in our schools.

If present standards of instruction are to be kept up or to be improved upon, transportation facilities for, and transportation allowances to, superintendents and supervisors should be augmented, certainly not curtailed. The motor transportation now furnished to superintendents is more of an economy than an expense, because it enables them to visit far more schools in their divisions than they could ever visit otherwise. If the proposal recently made to take away from superintendents the use of motor transportation is carried out, the effect will be not only to increase expense for transportation but also to lower standards of both supervision and instruction.

ACADEMIC EDUCATION

During the year 1922, as during previous years, every effort was put forth in the public-school organization to work for tangible and substantial achievements in academic education—the phase of education upon which progress in all other phases of education is so largely dependent.

The arrest of extension work spoken of elsewhere in this report, made it practicable during 1922 to pay much more attention than would have been possible otherwise, to supervision of instruction, to methods of teaching, to training of personnel, to perfection of equipment, and to difficult problems related to school work in general. This has unquestionably resulted in the raising of standards of academic instruction and in the

Division
Supervisors
Reporting on
All Phases of
Work

Transportation
Allowances
Essential

Effect of Arrest
of Extension
Work on
Academic
Instruction

formulation of academic policies that have already made for much improvement and that will as time goes on make for even further improvement.

Throughout the past year, intensive campaigns have been waged in the public schools for the wider use and for the better teaching of English, which we have been employing for the last twenty-four years in all schools as the basis of instruction in all subjects with the idea of having it become the common language of the people.

The plans connected with the campaigns for the wider use of English have taken into consideration a countrywide observance in the schools of Better English Week after the order of a similar observance in 1921, the aim being not only to work for more and better English but also to give school children, and the public as well, the best possible concept of the mission of English in the Islands as a means of social and political progress.

The plans connected with the campaigns for the better teaching of English have taken into consideration three highly important needs of Filipino children. These needs have to do with (1) a larger listening and speaking vocabulary in English; (2) the elimination of common errors in English; and (3) more opportunities for the speaking and the writing of English, especially in situations like the situations of real life.

One thing that is doing much to enrich the English vocabulary of Filipino children and to familiarize them more and more with useful English idioms and expressions is the emphasis that is being placed in the schools on the cultivation of the reading habit among pupils, largely through the use during regular reading periods of an ever-increasing variety of good and interesting supplementary-reading material furnished by the Bureau of Education. It has been clearly demonstrated that Filipino children acquire during the school year much greater facility in the use of English through the reading of a number of good readers more or less rapidly than through the reading of only one or two readers slowly and more or less intensively.

During 1922, for the first time, definite requirements in written composition were uniformly followed in all intermediate and secondary classes. In these requirements, there were set forth standards not only as to the number of compositions to be written but also as to the manner of writing them and as to the manner of correcting them. There were a number of teachers who thought at first that these requirements were irk-

Campaigns
for Wider and
Better Use of
English

Emphasis on
Cultivation of
Reading Habit

More Definite
Requirements
in English
Composition

some and objectionable, but later, when results began to make it apparent that the additional work was worth while, the attitude of most of them changed, and now they are quite generally coöperating much more cheerfully in putting the requirements into effect.

Every year since 1916, a manual on English composition adapted to Philippine requirements has been used to aid in the corrective work that has had to be done in secondary English

**New Manual
on English
Composition**

classes. During 1922, a complete revision of this manual was perfected and sent to the Bureau of Printing to be printed and bound in time to be placed in the hands of all secondary students and secondary English teachers by the opening of schools next June. The new manual is a great improvement over the old one. It is not thought, however, that it covers all of the pitfalls in language that are to be encountered in our secondary schools, but it is thought that it covers a sufficient number of them for the teacher and the student to have a very practical foundation on which to build. The student will of course not be expected to memorize the contents of the manual, but he will be expected, through its use and through constant drill and practice stimulated by its use, to overcome errors and to habitualize correct expression.

The School News Review, a four-page semimonthly news sheet that is used in connection with the teaching of current events in the upper elementary grades and in secondary schools,

**The School
News Review**

is a valuable medium for language teaching. And besides, it helps to vitalize instruction in the social studies, and it helps to create among pupils an interest in affairs of local, national, and international importance.

Since *The School News Review* reaches thousands of homes not reached by other current newspapers, it tends not only to bring the people of the remoter communities in closer touch with the rest of their countrymen but also to encourage a more widespread interest in newspaper reading, which is so essential to the development of public opinion and to the intelligent exercise of popular suffrage.

The School News Review is published and edited by the Bureau of Education. It is taking the place of *The Philippine News Review*, which for several years before the school year 1921-22 was subsidized by the Bureau of Education to the extent of tens of thousands of copies for school use.

The publishing and the editing of *The School News Review* has been undertaken by the Bureau as a sort of experiment. The printing of this paper has been done under contract with a

local printing establishment and the editorial work on it has been done in the General Office. If the Bureau continues the publication of this paper next year, both the printing and the editing will most likely be done under contract.

Interest in all lines of academic work in the schools is greatly stimulated each year in a number of school divisions by the holding of academic contests and academic exhibits in connection with school athletic meets and school garden-day celebrations. In these contests and exhibits, parents as well as teachers and pupils evince a lively interest with just such results as usually accrue wherever interest and competition appear together.

Academic
Contests and
Academic
Exhibits

tion with school athletic meets and school garden-day celebrations. In these contests and exhibits, parents as well as teachers and pupils evince a

lively interest with just such results as usually accrue wherever interest and competition appear together.

Throughout the past year, continuous efforts have been put forth to minimize the purely mechanical phases of teaching and to emphasize the more vital phases of the work. At the

More Progress
in Classroom
Work

same time, supervisors have been exhorted to give explanations rather than instructions and to give sympathetic criticisms rather than orders,

this having helped to develop closer harmony and more effective coöperation between supervisors and teachers, which has resulted not only in more rapid professional growth of teachers but also in greater interest and progress in classroom work.

INDUSTRIAL AND VOCATIONAL EDUCATION

Our aims in industrial education were set forth in our report of last year. In general, we have sufficient reason, considering all circumstances, to be very well pleased with the manner in which this important phase of education is now being conducted in our schools.

The Philippine public-school curriculum, as is quite generally known, provides a very liberal amount of industrial training for both boys and girls. For boys, it provides training in

Curriculum
Provides Liberal
Amount of
Industrial
Training

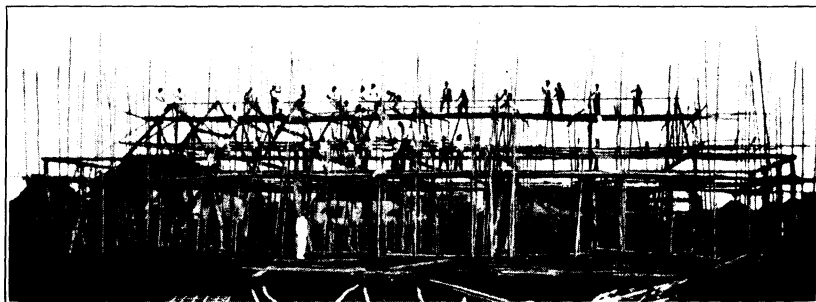
such industrial subjects as handweaving, gardening, woodworking, ironworking, furniture making, shoemaking, etc. For girls, it provides training in such subjects as sewing, cooking,

housekeeping, handweaving, loom weaving, embroidery, lace making, etc.

The following table shows for the school year 1921-22 the enrolment in the more important of the industrial courses offered in the public schools, as compared with corresponding data for the school year 1920-21:

Enrolment in
Industrial Courses

enrolment in the more important of the industrial courses offered in the public schools, as compared



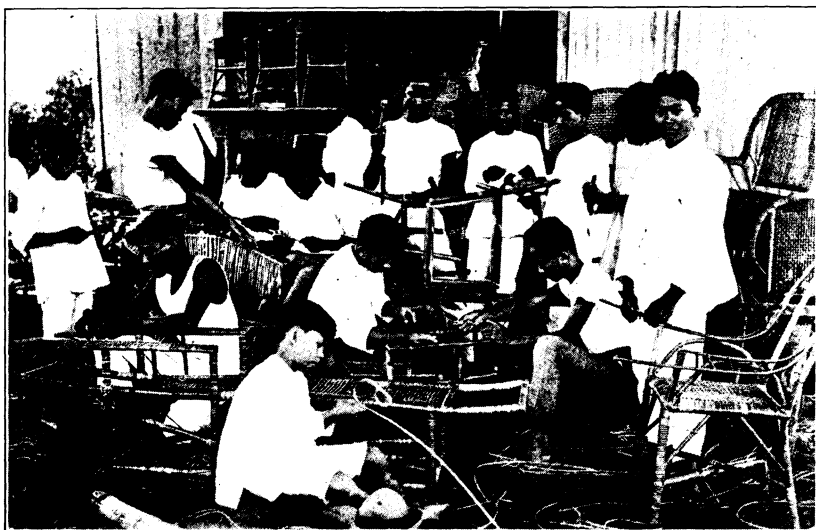
Schoolboys working on school building, Aparri, Cagayan.



Class in basketry, Carcar, Cebu.



In the polishing room, Samar Trade School, Catbalogan, Samar.



Seventh-grade class in rattan-furniture making, Tandag Elementary School, Tandag, Surigao.

Course ¹	Enrolment for School Year—		Increase	Percentage of Increase
	1920-21	1921-22		
Sewing (girls)-----	207,701	282,822	75,121	36.17
Handweaving (boys and girls) ² -----	243,290	270,391	27,101	11.14
Gardening (boys)-----	159,952	181,411	21,459	13.42
Embroidery (girls)-----	77,137	88,665	11,528	14.94
Cooking and housekeeping (girls)-----	32,913	41,084	8,171	24.83
Lace making (girls)-----	25,313	31,061	5,748	22.71
Woodworking and ironworking (boys)-----	12,788	14,091	1,303	10.19
Bamboo-rattan furniture making (boys)-----	5,179	6,361	1,182	22.82

¹ The courses are listed according to enrolment during the school year 1921-22.

² Handweaving is taught in such forms as basketry, hat making, mat making, slipper making, fan making, and handbag making.

The following table shows for the school year 1921-22 the estimated value of production in all of the more important of the industrial courses except cooking and housekeeping, as compared with corresponding data for the school year 1920-21:

Course	Estimated Value of Production for School Year—		Increase (+) Decrease (—)	Percentage of Increase (+); of Decrease (—)
	1920-21	1921-22		
Gardening-----	P770,476.21	P836,991.29	+P66,515.08	+ 8.63
Sewing-----	645,004.84	681,236.62	+ 36,231.78	+ 5.62
Woodworking and ironworking ¹ -----	465,274.93	481,250.91	+ 15,975.98	+ 3.43
Handweaving-----	235,874.98	304,688.78	+ 18,813.80	+ 6.58
Embroidery-----	187,542.97	166,691.61	— 20,851.36	—11.12
Lace making-----	55,734.65	57,356.13	+ 1,621.48	+ 2.91
Bamboo-rattan furniture making-----	45,212.94	48,427.83	+ 3,214.89	+ 7.11

¹ Ironworking is taught in only a few schools, and the relation that the enrolment and the production in ironworking classes bears to the enrolment and the production in woodworking classes is small.

The total estimated value of production in all industrial classes in the public schools during the school year 1921-22 was about ₱3,470,500, or about ₱196,000 more than the total estimated value of production in industrial classes during the school year 1920-21.

By far the greater part of the industrial production of the schools is disposed of locally. In some of the courses, however, the output is in excess of local demand. In such cases, the oversupply is shipped to Manila to be disposed of in the wholesale and retail stores of the General Sales Department¹ which is operated as a part of the Industrial Division of the General Office.

² Besides buying and selling industrial articles made by public-school children, the General Sales Department buys, sells, and distributes materials and equipment for the use of industrial classes.

Detailed statistical information relative to enrolment and production during the school year 1921-22 in the industrial courses that are of commercial consequence may be found in Table 22 in Appendix C of this report.

On page 31 in the narrative part of this report may be found given for December, 1922, the annual enrolment in all public-school vocational courses, as compared with corresponding data for December, 1921.

At the end of the school year 1921-22, there were in the Islands 371 public vocational schools. Of these, 338 were schools of agriculture, 23 were trade schools, 7 were normal schools, 1 was a commercial school, 1 was a nautical school, and 1 was a school for the deaf and the blind.

Six of the 371 vocational schools referred to in the last paragraph are supported entirely from Insular funds and are for this reason called Insular schools. The names of these schools are: Philippine Normal School, Central Luzon Agricultural School, Philippine School of Arts and Trades, Philippine School of Commerce, Philippine Nautical School, and School for the Deaf and the Blind.

The following table shows for December, 1922, the annual enrolment in each of these schools, as compared with the corresponding data for December, 1921:

School	Annual Enrolment, December, 1921			Annual Enrolment, December, 1922		
	Boys	Girls	Total	Boys	Girls	Total
Philippine Normal School ¹	367	648	1,015	381	568	949
Central Luzon Agricultural School	777	17	794	911	34	945
Philippine School of Arts and Trades	825	-----	825	879	-----	879
Philippine School of Commerce ²	272	41	313	328	148	476
Philippine Nautical School.....	62	-----	62	59	-----	59
School for the Deaf and the Blind.....	59	21	80	55	23	78

¹ The annual enrolment here shown for the Philippine Normal School is exclusive of the annual enrolment in practice classes, which in December, 1922, was 865.

² The annual enrolment given for the Philippine School of Commerce is exclusive of the annual enrolment in the night classes, which in December, 1922, was 306.

AGRICULTURAL EDUCATION

As has already been stated, there were in the Islands at the end of the school year 1921-22, 338 public schools of agriculture. Of these 14 were boarding schools (called *agricultural schools*¹) with farms averaging 460 hectares in size; 13 were day schools (called *farm schools*) located in well-settled communities and on farm sites averaging 28

¹ Among the larger of the agricultural schools are: the Central Luzon Agricultural School, at Muñoz, Nueva Ecija; the Trinidad Agricultural School, at Baguio, Mountain Province; and the Catarman Agricultural School, at Catarman, Samar.

hectares in size; and 311 were rural schools (called *settlement farm schools*) located in isolated and backward communities (chiefly among non-Christians) and on farm sites averaging 22 hectares in size.

The following table shows for the school year 1921-22, the number of schools of agriculture, the number of pupils enrolled in them, and other relevant statistical information, as compared with corresponding data for each of the three years immediately preceding:

Schools of Agriculture	School Year			
	1918-19	1919-20	1920-21	1921-22
Agricultural schools—				
Number.....	13	14	14	14
Annual enrolment.....	2,243	2,286	2,548	2,719
Area (in hectares) of school land under cultivation.....	441	533	695	826
Value of production from school and home projects.....	P79,421.54	P119,482.95	P128,955.67	P165,167.77
Farm schools—				
Number.....	14	14	13	13
Annual enrolment.....	2,405	2,207	2,489	2,765
Area (in hectares) of school land under cultivation.....	114	137	166	172
Value of production from school and home projects.....	P47,661.57	P56,886.42	P77,427.79	P80,391.09
Settlement farm schools—				
Number.....	162	222	274	311
Annual enrolment.....	13,307	17,891	21,893	24,654
Area (in hectares) of school land under cultivation.....	581	896	1,332	1,723
Value of production from school and home projects.....	P92,848.87	P166,695.55	P268,234.58	P255,999.33
Total—				
Number.....	189	250	301	338
Annual enrolment.....	17,955	22,384	26,930	30,138
Area (in hectares) of school land under cultivation.....	1,136	1,566	2,193	2,721
Value of production from school and home projects.....	P219,931.98	P343,064.92	P474,618.04	P501,558.19

Since the Philippines is a country that is predominantly agricultural in character, agricultural education here naturally assumes, in all of its phases, an importance that we fear is not fully realized or appreciated either by the Insular Government or by provincial and municipal governments.

There was a time not so long ago when Insular aid to the schools of agriculture was much broader and much more extensive than it now is. At that time, much of the money for school agricultural land, buildings, and improvements came from Insular sources, but for each of the two years previous to 1922, there was a decrease in the amount of money appropriated by the Philippine

Importance of
Agricultural
Education
Not Realized

Decrease in
Insular Aid to
Schools of
Agriculture

Legislature for these items, and for 1922 there was no such appropriation at all, as is shown in the following table:

Year	Insular Appropriation for School Agricultural Land, Buildings, and Improvements	Decrease	Percentage of Decrease
1919	P200,000.00		
1920	100,000.00	P100,000.00	50
1921	90,000.00	10,000.00	10
1922		90,000.00	100

The dwindling in Insular appropriations for school agricultural land, buildings, and improvements has interfered much more with progress in the promotion of agricultural schools and farm schools than it has with progress in the promotion of settlement farm schools, because the agricultural schools and the farm schools, working as they do on so much larger a scale and requiring so much more expensive buildings and equipment, naturally need more financial assistance from the Insular Government.

The proposed agricultural-education bill that has been presented to the Philippine Legislature every year for the last four years aims at better coöperation between the Insular Government and the local governments in the provision of more adequate facilities for the teaching of agriculture, and we feel certain that the further extension of agricultural education is largely dependent upon its passage.

Among Filipino children not attending schools of agriculture there is ever in evidence a very commendable and very encouraging eagerness to take advantage of whatever training that the regular schools may offer in connection with the operation of such agricultural activities as gardening, club work, and tree planting.

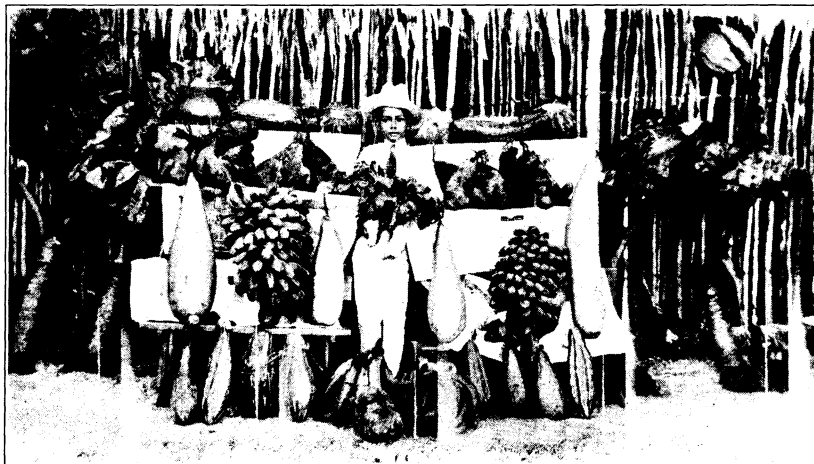
Some idea of the extent to which gardening is carried on may be obtained through a study of the following table which shows for the school year 1921-22, the number of public schools with gardens, the number of pupils with home gardens, the number of pupils taking gardening, and the estimated market value of products raised in school and home gardens, as compared with corresponding information for each of the four years immediately preceding:



Student-farmer's exchange, Iba Farm School, Iba, Zambales.



Hog project of schoolboy agricultural-club member, Bauan, Batangas.



Pupil's exhibit, garden-day celebration, Aroroy, Masbate.

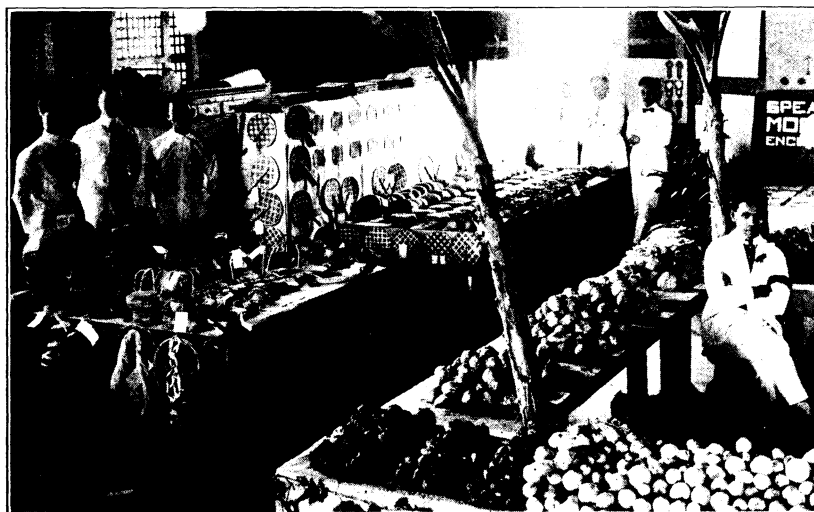


Exhibit of industrial and garden products, garden-day celebration, Philippine Normal School, Manila.

School Year	Number of Schools with Gardens	Number of Pupils with Home Gardens	Number of Pupils Taking Gardening	Estimated Market Value of Products Raised in School and Home Gardens
1917-18	4,032	103,780	109,388	P221,709.10
1918-19	4,385	120,975	133,321	400,604.66
1919-20	5,130	160,032	166,533	685,017.86
1920-21	6,277	134,317	159,952	770,476.21
1921-22	6,512	161,448	181,411	836,991.29

The year's work in gardening in nearly every one of the more progressive of the different school communities culminates in a garden-day celebration that takes the form of what may very well be termed a community fair, at which schools, pupils, and outsiders are permitted to place exhibits.

The following table shows for the school year 1921-22 the number of school garden-day celebrations held in the Islands and the number of pupils and farmers exhibiting products at them, as compared with corresponding data for each of the four years immediately preceding:

School Year	Number of School Garden-Day Celebrations	Number of Pupils Exhibiting Products at Them	Number of Farmers Exhibiting Products at Them
1917-18	1,275	143,069	39,090
1918-19	1,230	158,903	28,081
1919-20	1,509	233,999	62,361
1920-21	1,636	281,659	67,500
1921-22	1,780	347,460	48,252

Agricultural-club work in the public schools centers around such activities as pig raising, poultry raising, fruit growing, corn growing, and vegetable growing for boys and cooking for girls.

The following table shows for the school year 1921-22 the number of agricultural clubs, the number of club members having projects, and the estimated value of products produced by club members, as compared with corresponding data for each of the four school years immediately preceding:

School Year	Number of Agricultural Clubs	Number of Club Members Having Projects	Value of Products Produced by Club Members
1917-18	1,165	18,196	P88,985.64
1918-19	1,718	24,351	230,732.38
1919-20	1,897	24,142	378,825.92
1920-21	1,814	23,821	441,323.29
1921-22	1,477	19,833	381,394.40

Interest in pig raising and in poultry raising in the schools

has been much enhanced lately by the generosity of the Bureau of Agriculture in offering to different schools the loan of thoroughbred Berkshire sires and thoroughbred Cantonese cocks for breeding purposes. The influence that this may in time have on the improvement of domestic animals in the Islands can only be imagined.

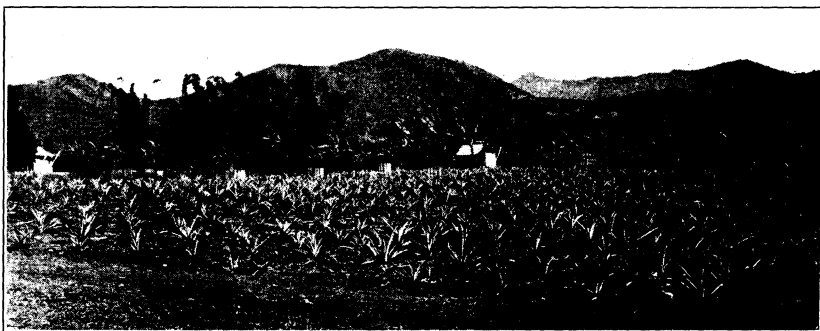
In an effort to create among pupils a more wholesome interest in the proper care and in the well-being of all animals in their charge, there were sent out from the General Office last year to the different school divisions a number of copies of a treatise on "Humane Treatment of Animals," prepared by the principal of the Trinidad Agricultural School, where its contents were first taught with much success.

The chief aim of the tree-planting activities of the schools is to encourage the planting of trees—fruit trees especially—at the homes of the people of the school communities. In order the better to put this aim into effect, many of the schools maintain nurseries for the distribution of treelings and plantlings to school patrons and to others who want them.

The following table shows for the school year 1921–22 the number of schools with nurseries, the number of treelings and plantlings distributed by school nurseries, the number of tree-lings and plantlings set out by pupils at their homes, and the number of treelings in school nurseries at the close of schools, as compared with corresponding data for each of the four school years immediately preceding:

School Year	Number of Schools with Nurseries	Number of Treelings Distributed by School Nurseries	Number of Plantlings Distributed by School Nurseries	Number of Treelings Planted by Pupils at Their Homes	Number of Plantlings Set out by Pupils at Their Homes	Number of Treelings in School Nurseries at End of School Year
1917-18.....	1,201	119,328	40,702	463,194	76,547	144,048
1918-19.....	1,172	115,506	38,049	599,555	60,555	79,089
1919-20.....	1,615	145,169	50,987	621,610	77,628	89,204
1920-21.....	2,302	161,445	53,947	727,155	112,916	188,494
1921-22.....	2,537	184,276	71,504	680,986	141,477	141,834

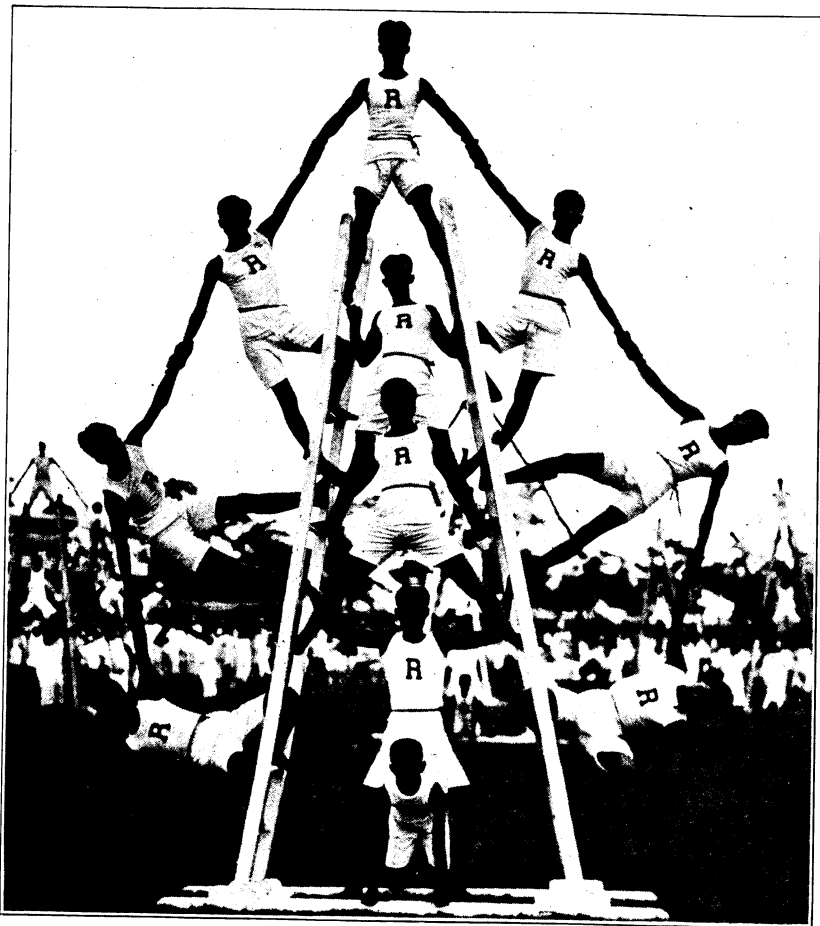
One day in each year is set aside as Arbor Day, on which particular attention is paid to the planting of new trees and to the care of old trees. In the observance of Arbor Day last year, we had occasion to accept from the Bureau of Forestry much proffered assistance that was greatly valued and much appreciated.



Pineapple crop, Kalasungay Settlement Farm School, Malaybalay, Bukidnon.



Nasugbu Elementary School garden, Nasugbu, Batangas.



Human pyramids, annual playground-day demonstration, Manila.



220-yard low hurdles, provincial meet, Santa Cruz, Laguna.



PHYSICAL EDUCATION

If the people of the Philippine Islands are to be given every opportunity to develop national power, they must be given every opportunity to develop physical strength—one of the most important attributes of national power. The surest, best, and quickest way to develop physical strength generally throughout the Islands is to lay particular stress on physical education in all of its phases in all of the public schools and to make it a required subject for all able-bodied pupils. This is just what is now being done, with results that are ever a source of great satisfaction to those who are most interested in the welfare and in the future of the Filipino race.

**Required Subject
in All Schools**

Our present course in physical education has now been in use for three school years. It requires of elementary pupils, participation in such activities as marching, calisthenics, dancing, impromptu games, and group athletics; of secondary boys, participation in such activities as impromptu games, military drill, and group athletics; of secondary girls, participation in such activities as marching, calisthenics, dancing, impromptu games, and group athletics. In addition, it requires health and sanitary inspections at all schools and relief exercises in all classes.

**Our Present
Course in
Physical
Education**

Such activities as marching, calisthenics, dancing, and impromptu games make a very strong appeal to Filipino children and are ever increasing in popularity. In many places now in the provinces, the teaching of marching, calisthenics, and dancing is greatly stimulated by the use of phonographic or orchestral accompaniments and by the giving of annual playground-day demonstrations similar to the annual playground-day demonstrations that have been so popular in Manila for the last seven or eight years.

**Activities
That Appeal to
Filipino Children**

The attention that is given to group athletics in the schools serves to furnish occasion for grade and intergrade, school and interschool, barrio and interbarrio, municipal and intermunicipal, district and interdistrict, and provincial and interprovincial contests that, together with the playground-day demonstrations now in vogue, serve to a very large extent to acquaint parents with the physical-education program of the schools, and to get the general public more and more interested in clean athletic sports to the consequent exclusion of pastimes less helpful and less uplifting.

**Group Athletics
and Athletic
Contests**

The crowning school-athletic event of each school year in the Philippines is the meeting in Manila in February of winners in local interscholastic games for the purpose of participating in the annual Insular interscholastic championship games held in connection with the annual Philippine exposition and carnival. In these games last year, the Philippine School of Arts and Trades won the baseball championship, the school division of Rizal won the indoor-baseball championship, and the Eastern Visayan Athletic Association (composed of the school divisions of the East Visayan islands, Mindanao, and Sulu) won the interscholastic track-and-field meet. In the interscholastic track-and-field meet, the following new interscholastic records were made: running high jump, 5 feet 10 $\frac{3}{4}$ inches; 120-yard hurdles, 16 $\frac{1}{5}$ seconds; 880-yard run, 2 minutes 6 $\frac{4}{5}$ seconds.

HEALTH WORK

In connection with the health work that is being done in the public schools as much emphasis as possible with the amount of money and help that is available, is being placed on such activities as (1) physical education; (2) health education; (3) health and sanitary inspection of pupils, classrooms, buildings, and premises; (4) medical and dental examination and treatment of pupils; (5) campaigns against contagious diseases; (6) provision of buildings that are hygienic from the standpoint of construction, equipment, ventilation, and lighting; (7) proper repairing and cleaning of buildings; (8) provision of adequate and sanitary toilets; and (9) proper planning of playgrounds.

Physical education, relating as it does to mental and moral development as well as to health development, has been deemed of sufficient importance to be discussed under a separate heading. For this reason, we shall say no more about it here.

Instruction in health subjects is given in all schools by regular classroom teachers, who also conduct daily health and sanitary inspections of pupils, classrooms, buildings, and premises.

Bureau of Education nurses (called *supervising teachers of hygiene and sanitation*), Bureau of Health nurses, and Red Cross nurses are doing much of value in the way of conducting health inspections of pupils and in the way of directing pupils to proper agencies for the correction of whatever physical defects and ailments that they may be found to have.

Medical examination of school children is done by local Bureau of Health medical officers, who also do what they can in the way of treating pupils and, with the assistance of Bureau of Health nurses and with the coöperation of teachers, conduct campaigns in the schools against contagious diseases. Dental examination of school children is done by Bureau of Health dentists, by Junior Red Cross dentists, and by Senior Red Cross nurses. Correction of dental defects is done by Bureau of Health dentists and by Junior Red Cross dentists.

However, the work connected with the health inspection and medical and dental examination and treatment of school children, and the work connected with campaigns in the schools against contagious diseases, is limited to a great extent by the scarcity of physicians, dentists, nurses, hospitals, clinics, dispensaries, and medical supplies.

In order to push the work connected with the provision of adequate and sanitary toilets, we sent a special communication last year to each division superintendent urgently requesting him (1) to determine true conditions with reference to school toilets in his division, (2) to see that each school under his administration is provided with toilet facilities, (3) to see that school toilets are kept cleaned and repaired, and (4) to lay down and to enforce rules and regulations that will insure cleanliness and proper use of school toilets. The response that superintendents made to this request was on the whole very encouraging.

The attention that is now being given in the different school divisions to the planning of school playgrounds and to the provision of suitable playground equipment is helping incalculably to improve the health and the physique of our school children, and in addition is helping to encourage punctuality and to keep up attendance.

During 1922, the Office of the Public Welfare Commissioner furnished many of the schools with very inspiring health posters, attractively printed in colors and having on them appropriate health statements and suggestions illustrated by pictures that have appealed very strongly to our school children.

The Office of the Public Welfare Commissioner, aided by the Philippines Chapter of the American Red Cross, is also doing

splendid work in the way of establishing in many places puericulture centers that are proving of inestimable value to mothers and babies. The schools are doing everything that they can to coöperate in this work (1) by giving to pupils instruction relative to the aims, the activities, and the organization of puericulture centers; (2) by giving schoolgirls of the proper age special instruction and training in infant care; and (3) by encouraging the girls receiving training in infant care to visit neighboring homes for the purpose of assisting mothers in the care of their babies and for the purpose of inducing mothers to apply to puericulture centers for proper instruction in infant care.

**Schools Coöperate
in Work of
Puericulture
Centers**

The Junior Red Cross, with funds obtained from membership dues of Philippine school children, is doing much in a number of ways to promote school health work. Statistical information relative to the dental and other activities of the Junior Red Cross in the public schools may be found in Table 24, and statistical information relative to other phases of school health work may be found in Table 23, in Appendix C of this report.

**Statistical
Information on
Activities of
Junior Red Cross**

CIVIC AND MORAL EDUCATION

Closely associated with and contributed to largely by academic, industrial, vocational, physical, and health education are two other important phases of education—civic and moral—neither of which is in any way neglected in the Philippine public-school curriculum and both of which have much to do with character training now considered so essential everywhere.

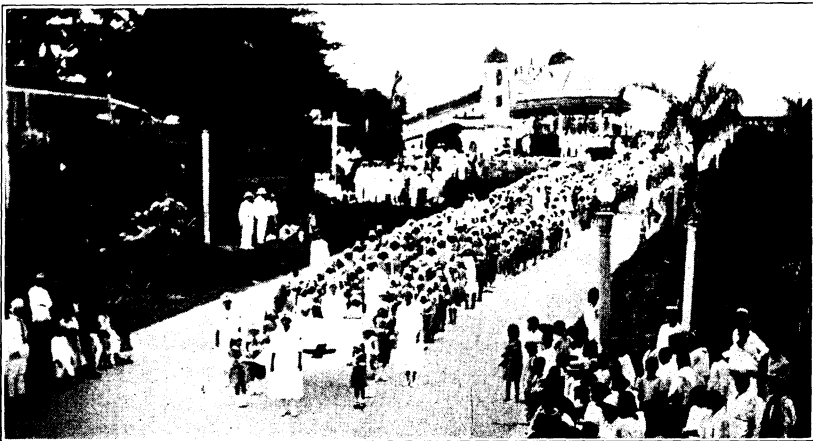
**Closely
Associated with
Other Phases of
Education**

School men of today enlightened by modern researches in psychology and with a concept of civic and moral education much broader than that common to school men of a generation ago, do not expect to develop in children a sense of civic and moral responsibility through mere formal instruction in the principles of government and in the rules of conduct. They know that the only way to make children respond properly to the civic, moral, and social situations of life is to give them training that will furnish them with right feelings toward these situations, that will furnish them with power to make correct judgments,

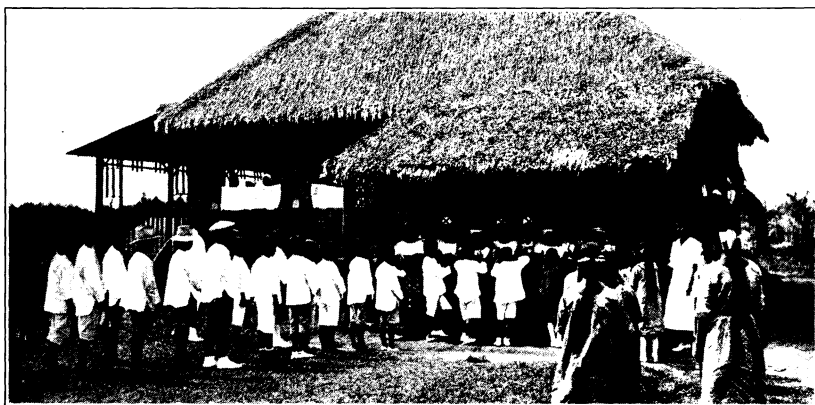
**Present-Day
Notion of Civic
and Moral
Instruction**



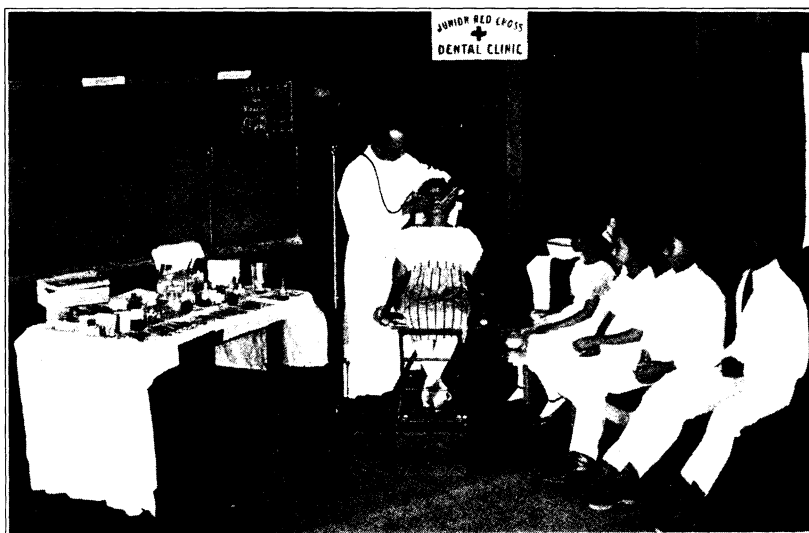
Toothbrush drill, Montalban Elementary School, Montalban, Rizal.



Junior Red Cross parade, Carcar, Cebu.



Hot-lunch counter operated by domestic-science class, Polo Elementary School, Polo, Bulacan.



Junior Red Cross dental clinic, Tagudin, Ilocos Sur.

and that will furnish them with opportunities to do deeds prompted by right feelings and by correct judgments often enough to harden them into habits.

Consistent with this modern viewpoint, the Philippine school curriculum, as it is at present constituted, takes into consideration plans for civic and moral education that aim to make

Aim of
Civic and Moral
Education Here

fundamental provision for furnishing children with the knowledge that will help them to correctly solve civic and moral problems, that will awaken in them feelings compatible with civic and moral virtue, that will tend to develop in them power to make correct judgments on civic and moral issues, and that will work toward making both good manners and right conduct vital forces in every phase of school, home, and community life.

The Bureau of Education manual on civics, hygiene, and sanitation, first published in 1919 and now being reprinted, is replete with suitable ideas and suggestions to teachers in the

Civics in First
Six Grades

first six grades on the many engaging ways in which they may interest their pupils in fundamental civic virtues, in simple civic duties, and in the rudimentary principles of government.

The textbook that is used in the teaching of civics in the seventh grade, where a regular recitation period is devoted to the subject, deals very entertainingly with Philippine civil government and with the rights and the duties of

Civics in
Seventh Grade
and in High
School

Philippine citizenship. The study of American civil government and of the rights and the duties of American citizenship is not undertaken until the pupil reaches the first year of the high-school course.

A comprehensive review of Philippine civil government and of the rights and the duties of Philippine citizenship is offered in the fourth year of the high-school course with the idea of giving our young people, before they complete their secondary education, opportunity to bring their maturer judgment to bear on the solution of the civic and the social problems of their country.

The Bureau of Education bulletin on good manners and right

Morals and
Manners in
Primary Grades

conduct suggests to teachers in the first four grades dialogs, stories, picture studies, maxims, etc., that may be employed by them in establishing among the children in their charge proper standards as to morals and as to manners.

The textbooks that are used in the teaching of morals and manners in the fifth, sixth, and seventh grades, where regular recitation periods are devoted to these two subjects, have been

Morals and
Manners in
Intermediate
Grades

written especially for Filipino children and contain an abundance of graded and organized material that is intended to round out and to place further emphasis on ideas presented less formally in the first four grades.

By the time Filipino children reach the high school, they have had ample opportunity to develop the best of ideas and ideals with reference to such virtues as cleanliness, neatness, orderliness, promptness, punctuality, politeness, courtesy, attention, obedience, respect, reverence, loyalty, patriotism, courage, self-control, fairness, justice, kindness to others, kindness to animals, mercy, honesty, truthfulness, trustworthiness, thrift,¹ industry, self-reliance, and spirit of service, all of which are duly stressed in the elementary course.

Some of the
Virtues Stressed

Many of those who are not very familiar with our school system think that it is only through formal instruction that attempts are made to develop ideals with reference to civic and moral virtues. As a matter of fact, formal instruction in civics and morals constitutes only a part of the program for civic and moral education. All teachers are expected to take advantage of every opportunity possible to so utilize the rich ethical

Teacher's
Responsibility
in Utilizing
Ethical Content
of Curriculum

¹ To stimulate thrift and thrift education during the school year 1921-22, prizes were offered to the schools and to the school divisions making the best showings for the year in pupils' savings. In the competition thus inaugurated, the four Insular schools that are ordinarily considered as separate divisions, competed as divisions rather than as schools. The first prize for school divisions, ₱250 worth of library books, was won by the Central Luzon Agricultural School; the second prize, ₱150 worth of books, by the division of Zambales; the third prize, ₱100 worth of books, by the division of Nueva Vizcaya. The first prize for schools, ₱150 worth of books, was won by the Nueva Vizcaya Farm School, Bayombong, Nueva Vizcaya; the second prize, ₱100 worth of books, by the Iba Farm School, Iba, Zambales; the third prize, ₱50 worth of books, by the Tacloban Elementary School, Tacloban, Leyte. In the 32 school divisions where these prizes were competed for, 80,878 pupils out of a total enrolment of 786,842 reported savings amounting to ₱177,976.59, out of money that they themselves actually earned by work for which they received no more than a just return.

content of the curriculum as not to fail to promote clean thinking, clean living, and good citizenship.

In the opening exercises in the elementary schools, the singing of songs, the reciting of poems, the interpretation of pictures, and the giving of little talks help inestimably to awaken in children right feelings toward civic and moral questions.

In the language classes in the first four grades, a large part of the time is devoted to the development of ideas among children not only with reference to civics and to morals but also with reference to manners, in accordance with suggestions made in the manual on civics, hygiene, and sanitation and in the bulletin on good manners and right conduct referred to above.

In the classes in reading and in literature, much is being done to help boys and girls enjoy reading good poems, good stories, and good biographies the contents of which have high ethical value. In consequence thereof, they have their thoughts and their ideals influenced by the beauty and the moral tone of good poetry and good prose; they have presented to them examples of nobility of character, self-sacrifice, and courage; and they learn to appreciate, to admire, and to judge the character and the deeds of heroes of fiction and of patriots of their own and other countries.

In the classes in geography and in history, the pupil's interest in people becomes worldwide and his sympathy for the needy, the weak, and the unfortunate is greatly broadened and deepened. In the classes in current events, opportunity is afforded the pupil to exercise judgments on such civic and moral issues as the restriction of child labor, prohibition of the sale of intoxicants, extension of suffrage, religious freedom, control of monopolies, care of the unfortunate, etc.

In the classes in hygiene and sanitation, much is being done directly and indirectly to encourage the promotion of good health and clean habits that have so much to do with morality, progress, and efficiency, and to encourage a feeling of individual and community responsibility with reference to individual and community health.

In the classes in physical education, both boys and girls are learning to take pride in their physical well-being; are having

developed in them the best of modern ideas with reference to such things as recreation, clean habits, teamwork, fair play, and sportsmanship; and are receiving constant training that imparts proficiency in such things as alertness, observation, individual thinking, memory, concentration, and self-control.

In industrial and agricultural activities, pupils are being encouraged to have a deeper sympathy and greater respect for those who do manual labor; are being given practical experience in earning and in saving; and are being given, through actual working experience, a foundation for the earning, later in life, of a comfortable livelihood at a profitable trade.

Furthermore, through active participation and wholehearted coöperation in practically all civic-betterment and public-welfare movements, boys and girls in the public schools all over the Islands are having developed in them a most commendable spirit of service and are having impressed upon them ideas of civic duty, moral obligation, and patriotism that will undoubtedly be carried over into their adult life with results that can only be imagined.

RELIGIOUS EDUCATION

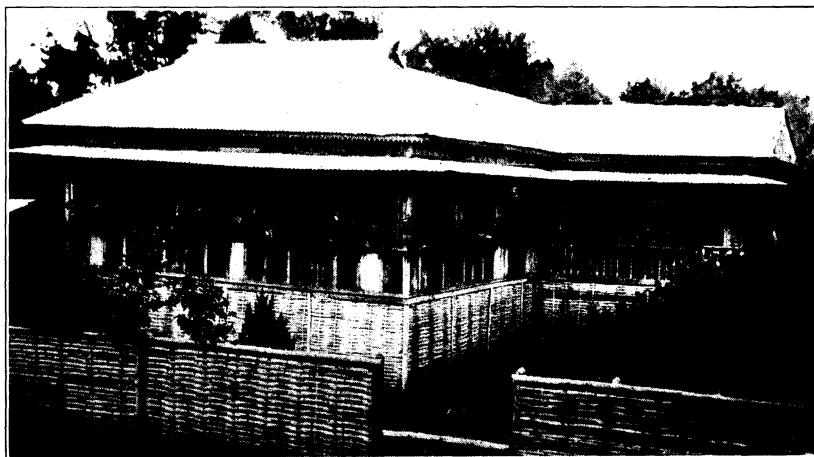
There is in each the organic law and the statutory law of the Philippine Islands a provision that makes it impossible for public-school teachers to conduct classes in religious education.

The provision referred to in the organic law reads as follows:

That no law shall be made respecting an establishment of religion or prohibiting the free exercise thereof, and that the free exercise and enjoyment of religious profession and worship, without discrimination or preference, shall forever be allowed; and no religious test shall be required for the exercise of civil or political rights. No public money or property shall ever be appropriated, applied, donated, or used, directly or indirectly, for the use, benefit, or support of any sect, church, denomination, sectarian institution, or system of religion or for the use, benefit, or support of any priest, preacher, minister, or other religious teacher or dignitary as such.

The provision referred to in the statutory law reads as follows:

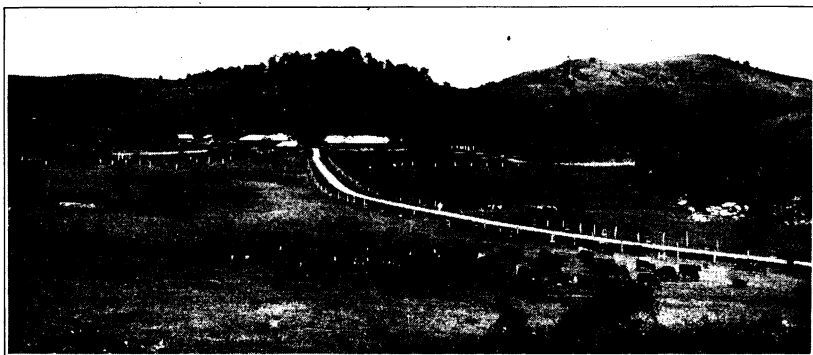
No teacher or other person engaged in any public school, whether maintained from Insular, provincial, or municipal funds, shall teach or criticize the doctrines of any church, religious sect, or denomination, or shall attempt to influence the pupils for or against any church or religious sect. If any teacher shall intentionally violate this section he or she shall, after due hearing, be dismissed from the public service.



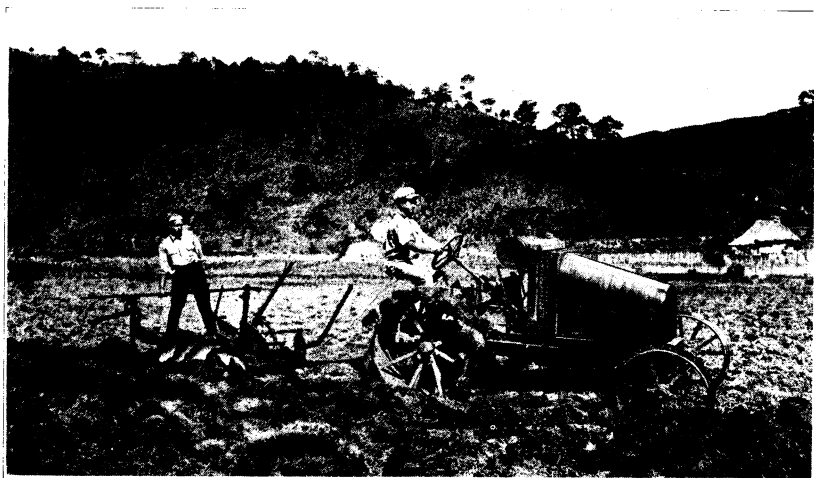
Model home of public-school teacher, Peñaranda, Nueva Ecija.



Class in cooking, Zamboanga Normal School, Zamboanga.



View of section of stock farm, Trinidad Agricultural School, Trinidad, Mountain.



Using tractor to break new land, Trinidad Agricultural School, Trinidad, Mountain.

There is however a provision in the statutory law that permits the teaching of religion in the public schools by priests and by ministers, or by designated teachers of religion, under certain conditions. This provision, which is being taken advantage of in a number of school divisions, reads as follows:

It shall be lawful, however, for the priest or minister of any church established in the town where a public school is situated, either in person or by a designated teacher of religion, to teach religion for one half hour three times a week, in the school building, to those public-school pupils whose parents or guardians desire it and express their desire therefor in writing filed with the principal teacher of the school, to be forwarded to the division superintendent, who shall fix the hours and rooms for such teaching. But no public-school teachers shall either conduct religious exercises or teach religion or act as a designated religious teacher in the school building under the foregoing authority, and no pupils shall be required by any public-school teacher to attend and receive the religious instruction herein permitted. Should the opportunity thus given to teach religion be used by the priest, minister, or religious teacher for the purpose of arousing disloyalty to the United States, or of discouraging the attendance of pupils at such public school, or creating a disturbance of public order, or of interfering with the discipline of the school, the division superintendent, subject to the approval of the Director of Education, may after due investigation and hearing, forbid such offending priest, minister, or religious teacher from entering the public-school building thereafter.

EDUCATION AMONG NON-CHRISTIANS

It has been estimated that between 7 and 8 per cent of the people of the Philippine Islands are non-Christians, and that 87 per cent or more of these non-Christians reside in the provinces of Mountain, Nueva Vizcaya, Agusan, Bukidnon, Cotabato, Davao, Lanao, Sulu, and Zamboanga, which are thus quite often referred to as non-Christian provinces.

Because of their isolation, most of the non-Christian Filipinos had very little opportunity for cultural advancement before the beginning of the present century. Since that time, however,

A Big work toward bringing them up to the same cul-
Undertaking tural plane, and into closer union with, Chris-
tian Filipinos—their island kinsmen and neighbors—has constituted one of the biggest governmental undertakings that public education in the Islands has had a hand in.

The first public schools that the Mohammedans of Mindanao and Sulu had were opened by American military authorities. The first public schools that the pagans of Mindanao and that

Progress Thus the pagans of Luzon had were opened by Amer-
Far Made ican and Filipino civil authorities. In previous reports, we have enumerated the difficulties attendant upon the extension of education among non-Christians. In spite of those

difficulties, however, great educational progress has been made in the provinces in which most of the non-Christians live. But this progress has been checked at least for the time being by the arrest in extension work—caused by financial difficulties and discussed elsewhere in this report.

The following table shows for December, 1922, the number of public schools in the so-called non-Christian provinces, and the annual enrolment and the number of teachers in them, as compared with corresponding information for December, 1921:

Schools, Enrolment, and Teachers in Non-Christian Provinces	December, 1921	December, 1922	Increase (+) Decrease (-)	Percentage of Increase (+); of Decrease (-)
In Non-Christian Provinces				
Schools—				
Elementary (Primary	840	820	— 20	— 2.38
(Intermediate	61	71	+ 10	+16.39
Secondary	9	11	+ 2	+22.22
Total	910	902	— 8	— .88
Annual Enrolment—				
Elementary	81,924	82,866	+ 942	+ 1.15
Secondary	732	1,049	+ 317	+43.31
Total	82,656	83,915	+1,259	+ 1.52
Teachers—				
Elementary	1,833	1,829	— 4	— .22
Secondary	33	35	+ 2	+ 6.06
Supervising ¹	96	89	— 7	— 7.29
Total	1,962	1,953	— 9	— .46

¹ Division and district supervisors.

The decrease shown above in the number of primary schools in the so-called non-Christian provinces will not be interpreted so much as a sign of retrogression, if it is borne in mind that, with the idea of getting the most possible out of the limited funds available, it was decided during 1922 in some places to consolidate schools when consolidation was deemed possible without interfering too much with attendance, and in other places to close schools that were poorly attended and inadequately equipped in order to provide for larger enrolment at neighboring schools that were not inadequately equipped.

The increase shown in enrolment in the schools of the so-called non-Christian provinces was comparatively small, but a larger increase could not have been expected with conditions such as they were. The decrease in the number of classroom teachers was negligible and did not interfere to any very appreciable extent with classroom work, although there really should have been more teachers to take care of the additional enrol-

ment. The decrease in the number of supervisors was much larger than we should like to have seen recorded, especially since supervision has always been considered of such great importance in our school organization.

The following table shows the 1922 decrease in the number of public schools in the so-called non-Christian provinces in contrast to corresponding data for each of the four years immediately preceding:

Year	Number of Public Schools in Non-Christian Provinces (December)	Increase (+) Decrease (-)	Percentage of Increase (+); of Decrease (-)
1917	439		
1918	525	+ 86	+ 19.59
1919	683	+ 158	+ 30.10
1920	798	+ 115	+ 16.84
1921	910	+ 112	+ 14.04
1922	902	- 8	- .88

The following table shows the 1922 increase in the total annual enrolment in the public schools in the so-called non-Christian provinces, as compared with the corresponding increase for each of the four years immediately preceding:

Year	Annual Enrolment in Public Schools in Non-Christian Provinces (December)	Increase	Percentage of Increase
1917	37,715		
1918	44,793	7,078	18.77
1919	60,241	15,448	34.49
1920	72,348	12,107	20.10
1921	82,656	10,308	14.25
1922	83,915	1,259	1.52

It may be seen from the table given on page 58 that, of the 83,915 pupils that were in December, 1922, enrolled in the public schools of non-Christian provinces, 82,866, or 98.75 per cent, were enrolled in elementary schools, and 1,049, or 1.25 per cent were enrolled in secondary schools. Of the 82,866 pupils enrolled in elementary schools, 56,650, or 68.36 per cent, were boys and 26,216, or 31.64 per cent, were girls. Of the 1,049 students enrolled in secondary schools, 801, or 76.36 per cent, were boys and 248, or 23.64 per cent, were girls.

Many of the non-Christians are inclined to look upon the

that fact more and more of their girls are being enrolled every year in the schools, as is indicated in the following table, which shows for December, 1922, the annual enrolment of girls in the public schools of non-Christian provinces, as compared with the corresponding enrolment for December of each of the four years immediately preceding:

Date	Annual Enrolment of Girls in Public Schools in Non-Christian Provinces	Increase	Percentage of Increase
December, 1917	10,191		
December, 1918	13,023	2,832	27.79
December, 1919	18,609	5,586	42.89
December, 1920	22,960	4,351	23.38
December, 1921	25,849	2,889	12.58
December, 1922	26,464	615	2.38

The following table shows the 1922 decrease in the total number of teachers in non-Christian provinces in contrast to corresponding data for each of the four years immediately preceding:

Year	Number of Teachers in Non-Christian Provinces (December)	Increase (+) Decrease (-)	Percentage of Increase (+); of Decrease (-)
1917	940		
1918	1,104	+ 164	+ 17.45
1919	1,509	+ 405	+ 36.68
1920	1,728	+ 219	+ 14.51
1921	1,962	+ 234	+ 13.54
1922	1,953	- 9	- .46

Of the 1,953 teachers on duty in December, 1922, in the public schools of the non-Christian provinces, 1,455, or 74.5 per cent, were men and 498, or 25.5 per cent, were women. Most of

these teachers come from Christian communities. They thus have to be paid higher salaries than they would have to be paid if they taught among their own people. This, coupled with transportation difficulties or lack of cheap transportation facilities in non-Christian communities, makes administration, instruction, and supervision much more expensive among non-Christians than among Christians. And since most of the non-Christians are poor and since not enough money can possibly be raised in their communities through local taxation to help to any very great extent toward financing their schools, continued encouragement and continued extension of education among them must depend largely for some time yet, as it has in the past, on the amount of financial aid that can be made available for this express purpose from Insular sources.

APPENDIXES

Appendix A.—BUREAU OF EDUCATION PERSONNEL

December 31, 1922

THE DIRECTORATE

LUTHER B. BEWLEY, Director of Education

GABRIEL R. MAÑALAC, Assistant Director of Education

THE GENERAL OFFICE

GEORGE R. SUMMERS, Assistant to the Director.¹

ROY K. GILMORE, Chief of the Academic Division.²

HORACE E. CUTLER, Chief of the Industrial Division.

NORTH H. FOREMAN, Superintendent of Agricultural Education.

GRADY GARRETT, Editor.

JOSE A. DE KASTRO, Chief Clerk.

MARIANO G. DEL ROSARIO, Chief Accountant.

ALBERTO DALUSUNG, Property Officer.

JOSE REYES, Chief of the Records Division.³

POTENCIANO MAGTIBAY, Acting Chief of the Buildings Division.

¹ George R. Summers was appointed Assistant to the Director September 1, 1922, to take the place of James C. Scott, who succeeded John W. Osborn in this position and who was forced to leave the service because of ill health.

² Roy K. Gilmore left for the United States November 25, 1922. Roderick G. McLeod was appointed Acting Chief of the Academic Division December 28, 1922.

³ Jose Reyes went on leave August 17, 1922. Fulgencio Vega was appointed Acting Chief of the Records Division August 25, 1922.

THE FIELD
Superintendents

Name	Division	Headquarters
Frederick G. Roth (Acting)	Abra	Bangued
E. O. Parker (Acting)	Agusan	Butuan
Ralph F. Rawson (Acting)	Albay	Albay
Santiago Dumlao	Antique	San Jose
Venancio Nebrida	Bataan	Balanga
Quirino San Buenaventura (Acting)	Batangas	Batangas
Frederic J. Waters	Bohol	Tagbilaran
William H. Pickell (Acting)	Bukidnon	Malaybalay
Walter G. M. Buckisch	Bulacan	Malolos
Carl B. Crabtree (Acting)	Cagayan	Tuguegarao
Vicente Garcia (Acting)	Camarines Norte	Daet
James M. Swartz	Camarines Sur	Naga
Jesse W. Light	Capiz	Capiz
Dwight W. Hiestand (Acting)	Cavite	Cavite
Wiley B. Beard	Cebu	Cebu
Kilmer O. Moe	Central Luzon Agricultural School	Munoz, Nueva Ecija
George I. Smith (Acting)	Cotabato	Cotabato
James C. McCall (Acting)	Davao	Davao
Frank L. Meinke (Acting)	Ilocos Norte	Laoag
B. Fielden Nutter (Acting)	Ilocos Sur	Vigan
O. H. Charles	Iloilo	Iloilo
John H. M. Butler (Acting)	Isabela	Iligan
Lewis P. Willis (Acting)	Laguna	Santa Cruz
Ralph E. Spencer	Lanao	Dansalan
John F. Brown	Leyte	Tacloban
H. A. Bordner	Manila	Manila
Clayton I. Halsey (Acting)	Marinduque	Boac
Prudencio Langcauon (Acting)	Masbate	Masbate
Justo Ramos	Mindoro	Calapan
Arnold E. Bartlett (Acting)	Misamis	Cagayan
Charles A. Blue	Mountain	Baguio
Luther Parker (Acting)	Nueva Ecija	Cabanatuan
Roy D. Bennett	Nueva Vizcaya	Bayombong
William R. Hamme	Occidental Negros	Bacolod
Charles V. Cline (Acting)	Oriental Negros	Dumaguete
Cenon Monasterial	Palawan	Cuyo
Adam C. Derkum	Pampanga	San Fernando
Edward J. Murphy	Pangasinan	Lingayen
Carl Rydell	Philippine Nautical School	Passay, Rizal
J. Scott McCormick	Philippine Normal School	Manila
Robert L. Barron	Philippine School of Arts and Trades	Manila
Leodegario Victorino	Rizal	Pasig
Salustiano Vibar (Acting)	Romblon	Romblon
Charles E. Hoye	Samar	Catbalogan
Antonio Nera	Sorsogon	Sorsogon
Robert Clauson	Sulu	Jolo
John H. McBride, Jr. (Acting)	Surigao	Surigao
Arthur G. Spiller	Tarlac	Tarlac
Gilbert S. Perez	Tayabas	Lucena
Benito Pangilinan	Union	San Fernando
Celedonio Salvador (Acting)	Zambales	Iba
Egbert M. Smoyer	Zamboanga	Zamboanga

Head Teacher

Name	Division	Headquarters
Osmundo S. de Castro	Batanes	Basco

Principals of Insular Schools

MISS BELLE MURPHY, Philippine School of Commerce, Manila.
MISS DELIGHT RICE, School for the Deaf and the Blind, Manila.

Superintendents on Special Assignments

THOMAS J. MCQUAIDE, Superintendent of Private Schools.
VICTOR OBLEFIAS (ACTING), Camarines Agricultural School, Pili, Camarines.

Superintendents on Leave in the United States

DANIEL E. CLANCY, on leave since July 12, 1922.
 JOHN C. EARLY, on leave since August 13, 1922.
 VERNON D. GIBSON, on leave since August 5, 1922.
 JOHN J. HEFFINGTON, on leave since July 14, 1922.
 SYLVESTER C. KELLEHER, on leave since July 25, 1922.
 SAMUEL J. WRIGHT, on leave since July 13, 1922.

Separations of Superintendents from the Service

ANDREW W. CAIN, retired, having taken advantage of the provisions of Act 2589 (Osmeña Retirement Act).
 CHARLES S. CROWTHER, dropped, having failed to return from leave in the United States.
 ARTHUR E. HARPST, retired, having taken advantage of the provisions of Act 2589 (Osmeña Retirement Act).
 FRANK P. LOW (Acting), died October 18, 1922.
 G. GLENN LYMAN (Acting), retired, having taken advantage of the provisions of Act 2589 (Osmeña Retirement Act).
 WALLACE C. MAGATHAN, dropped, having failed to return from leave in the United States.
 HOMER L. NEARPASS, resigned.
 JOHN W. OSBORN, retired, having taken advantage of the provisions of Act 3050 (Teachers' Pension Law).
 CHARLES W. RUMMELL, resigned.
 GEO. W. SATTERTHWAITE, retired, having taken advantage of the provisions of Act 2589 (Osmeña Retirement Act).
 JAMES C. SCOTT, retired, having taken advantage of the provisions of Act 2589 (Osmeña Retirement Act).

Appendix B.—LEGISLATION
TEACHERS' PENSION ACT

FIFTH PHILIPPINE LEGISLATURE }
Special Session of 1922 }

H. No. 1104

[No. 3050]

AN ACT TO PROVIDE ANNUAL PENSIONS FOR TEACHERS
EMPLOYED IN THE PHILIPPINE PUBLIC SCHOOLS; TO AP-
PROPRIATE MONEY AND REGULATE THE DISBURSEMENT
THEREOF.

*Be it enacted by the Senate and House of Representatives of the Philip-
pines in Legislature assembled and by the authority of the same:*

SECTION 1. Beginning on the first day of April next following the date of the approval of this Act, all teachers, principals, supervisors, inspectors, superintendents, and other persons employed in supervising and directing the school work of teachers in the public-school service of municipalities, provinces, and Insular Government of the Philippine Islands, whose positions are not classified as purely clerical, without regard as to status in the classified civil service of the Philippine Islands, who have on that day, or who shall have on any date thereafter, rendered at least twenty years of service as computed in section 7 of this Act, shall be eligible for retirement on an annuity as provided in section 2 hereof: Provided, That lecturers and other special instructors who render provisional service shall not be eligible for pension nor shall such services be counted as teaching service in computing the length of service of a teacher; Provided, further, That the provisions of this Act shall not include persons who are not citizens of the Philippine Islands or of the United States of America.

SEC. 2. For the purpose of determining the amount of annuity which a retired employee shall receive the following classifications and rates shall be established upon the basis of the annuity consisting of a fractional part of the average pay, salary, or compensation, for the three years of service rendered prior to the granting of the pension with maximum average pay, salary, or compensation in no case exceeding ₱4,000 per annum. The annual annuity as computed under this Act shall be four tenths of the average salary for twenty years of service; five tenths of the average salary for twenty-three years of service; six tenths of the average salary for twenty-six years of service; seven tenths of the average salary for twenty-nine years of service; eight tenths of the average salary for thirty-two or more years of service.

SEC. 3. All eligible persons shall be automatically insured and shall upon their own volition apply for the pension status under the provisions of this Act, advising the Director of Education of their intention to retire with pension at least three months prior to the effective date, and shall

render service until the close of a school year unless retired at the expiration of such accrued leave of absence with pay as entitled to, or for reasons of unfitness for service: Provided, That the Director of Education may require continued service until the retiring employee can be relieved by a competent person, making the effective date of retirement not later than six months after the date requested.

SEC. 4. An employee to whom this Act applies who has rendered not less than fifteen years of service as computed in this Act, and who becomes totally disabled for useful and efficient service regardless of the age of the employee upon his own application approved by the Director of Education or upon the request of the Director of Education, may be retired for unfitness for service due to total physical or mental disability, on an annuity of two tenths of his computed average salary under the provisions of this Act if the disability has not been due to vicious habits, intemperance, or wilful misconduct of the employee; Provided, That the unfitness shall be certified to by both the Director of Education and a government health officer, and the person so retired shall present himself personally during the months of January and July of each calendar year to a public health officer during the period he receives a pension for unfitness for service to determine his fitness to return to the service and to cease receiving the pension benefit. Pension for unfitness for service shall not be granted for a longer period than ten years and shall cease when the employee returns to the service or neglects to return to the service when requested to do so, or engages in another gainful occupation with compensation equal to the amount of pension. In all cases where the annuity is discontinued by causes other than death or the return of the employee to the service before the annuitant has received a sum equal to the total amount of his or her contributions with accrued interest, the difference shall be paid to the retired employee, upon application therefor in such form and manner as the Pension and Investment Board may direct.

SEC. 5. Upon death of an employee entitled to the provision of this Act who is rendering service at time of death or who is retired on pension, he shall have 50 per cent of the pension to which the employee would be entitled if alive, paid to surviving acknowledged children of his or her issue for a period of not to exceed ten years, or to the surviving lawful husband or wife if there are no children eligible under the provisions of this Act to receive the same: Provided, That pension funds shall not be paid to children over eighteen years of age or to married children, or to a remarried surviving wife or husband.

SEC. 6. All employees eligible for the provisions of this Act shall receive full credit for service rendered in the Philippine public-school system prior to the date this Act shall become operative, and the date of the first day of service shall be the date when such service first began and continuity of service shall not be required in computing the length of service except for the last three years prior to the granting of the pension.

SEC. 7. In computing the length of service for the purposes of this Act all periods of separation from the service and so much of any leave as is without pay, except regular school vacation periods for classroom teachers with temporary civil-service status, shall be excluded.

SEC. 8. Beginning on the first day of the fiscal year following the approval of this Act and annually thereafter there shall be included in the

total sums appropriated for pay or compensation of employees to whom this Act applies a sum equal to 3 per cent of the total sum for pay or compensation made by Insular, provincial, or municipal legislation, and the said sum shall be transferred on the books of the Insular Treasurer to the credit of a special fund to be known as the *Teachers' Retirement and Disability Fund*, and said fund is hereby appropriated for the payment of annuities, allowances, and expenses as provided in this Act, and for investment by the Pension and Investment Board created in section 12 of this Act. The Pension and Investment Board is hereby directed to invest from time to time in interest-bearing securities of the Government of the Philippine Islands or of the United States of America such portion of the fund as cannot be immediately required for the payment of annuities and other expenses incident to carrying on the provisions of this Act.

SEC. 9. The Insular Treasurer is hereby authorized and empowered in carrying out the provisions of this Act to supplement the direct government contribution with moneys resulting from fines, leaves of absence without pay, unfilled positions, and other salary savings for positions the holders of which are or will be entitled to the provisions of this Act, and with donations, gifts, legacies, or bequeaths of individuals, corporations, or organizations.

SEC. 10. Beginning on the first day of the third month next following the approval of this Act and monthly thereafter there shall be deducted and withheld from each monthly basic salary, pay, or compensation of each employee to whom this Act applies a sum equal to 3 per cent of such employee's monthly basic salary, pay, or compensation. The Insular Treasurer shall cause the said deductions to be withheld from all specific appropriations for the particular salaries or compensations from which the deductions are made and from all allotments out of lump-sum appropriations for payment of such salaries or compensations for each fiscal year, and said sums shall be transferred on the books of the Insular Treasurer to the credit of the Teachers' Pension and Disability Fund created in this Act.

SEC. 11. In the case of an employee to whom this Act applies becoming absolutely separated from the service by death or otherwise before becoming eligible for retirement on an annuity the total amount of deductions of salary, pay, or compensation, with accrued interest computed at 4 per cent per annum, and compounded on June 30 of each fiscal year, shall, upon application, be returned to such employee or his heirs in one lump sum: Provided, That in case of death, if there has been no demand upon the Director of Education or the Insular Treasurer by a duly appointed executor or administrator, the payment shall be made after the expiration of three months from date of death, to such person or persons as may appear to be entitled to the proceeds of the estate and such payment may be a bar to recovery by another person.

SEC. 12. There is hereby constituted for the enforcement of this Act a Pension and Investment Board, composed of the Secretary of Public Instruction, who shall be chairman, *ex officio*, the Director of Education, the Insular Treasurer, the Insular Auditor, and three persons appointed by the Governor-General, two of whom shall be persons entitled to the benefits of this Act. The Pension and Investment Board shall during the month of July of each fiscal year submit to the Governor-General a report of operations under the provisions of this Act and shall recommend to

the Governor-General for including in the Insular budget for the fiscal year to follow, a sum sufficient to pay the retirement allowances and other expenses for that fiscal year whenever the funds made available by the operation of sections 8, 9, and 10 of this Act are insufficient.

SEC. 13. All pensions shall be paid in quarterly instalments on January 1, April 1, July 1, and October 1 of every fiscal year by government warrant or other means which will guarantee safe delivery with no reduction in the pension for exchange or for transmitting the same.

Persons receiving lifelong annual pensions from the Philippine Government or from any branch of the United States Federal Government shall have the amount of the same deducted from the pension they receive through the operation of this Act. Persons reemployed in the government service and receiving salary, pay, or compensation for service rendered as an employee of any branch of the Government of these Islands, including municipalities and provinces in the Philippines, shall have the pension discontinued for such periods of employment in each case where the pay, salary, or compensation is equal to or greater than 50 per cent of the pension received under the provisions of this Act.

All records of manipulations of the Teachers' Pension and Disability Fund and disbursements from the same and all accounts of payments made out of said fund shall be kept and made by the Director of Education, under the supervision of the Pension and Investment Board.

The term *basic salary, pay, or compensation* whenever used in this Act shall be so construed as to exclude from the operation of this Act the provisions of Act 2589, all bonus, allowances, overtime pay, or other compensation given in addition to the basic pay or other compensation of the position as fixed by law or regulation.

SEC. 14. All eligibles who have attained the age of sixty-five years or who shall attain that age, and who have rendered eighteen years or more of service as computed under the provisions of this Act shall have the retirement made compulsory at the age of sixty-five except when the teacher requests to remain in the service and the Director of Education specifically recommends favorable action.

SEC. 15. All acts and parts of acts inconsistent with this Act are hereby repealed.

SEC. 16. This Act shall take effect on its approval.

Approved, March 10, 1922.

Appendix C.—STATISTICAL TABLES

No. 1.—Schools, Enrollment, Attendance, and Percentages of Attendance

A table showing, by divisions and for the Islands, the number of schools in March, 1922, and the total annual enrollment, the average monthly enrollment, the average daily attendance, and the percentage of attendance for the school year 1921-22.

Division	Secondary					Intermediate					Primary					Grand Total				
	Number of Schools	Annual Enrollment	Average Monthly Enrollment	Average Daily Attendance	Percentage of Attendance	Number of Schools	Annual Enrollment	Average Monthly Enrollment	Average Daily Attendance	Percentage of Attendance	Number of Schools	Annual Enrollment	Average Monthly Enrollment	Average Daily Attendance	Percentage of Attendance	Number of Schools	Annual Enrollment	Average Monthly Enrollment	Average Daily Attendance	Percentage of Attendance
Abra	2	287	264	253	96	9	1,166	1,105	1,049	95	77	5,898	5,593	5,114	92	88	7,351	6,902	6,415	89
Agusan	1	36	29	27	93	10	483	423	397	94	78	8,050	7,207	6,726	89	89	7,659	6,850	6,415	93
Albay	2	444	404	377	93	22	2,911	2,658	2,434	94	182	21,274	19,086	17,750	93	206	24,629	22,098	20,621	91
Antique	1	315	299	283	98	14	2,578	2,274	2,092	92	105	14,532	12,601	11,413	91	120	17,485	15,174	13,798	93
Bataan	1	176	160	153	96	8	1,005	929	894	96	34	5,617	5,309	5,173	91	43	6,798	6,398	6,220	97
Batanes	1	38	31	28	90	5	219	181	162	90	11	1,071	911	811	89	17	1,298	1,123	1,001	89
Batangas	2	608	575	557	97	22	4,231	3,991	3,796	95	154	20,537	19,086	18,139	95	178	25,436	23,652	22,512	95
Bohol	1	440	376	356	95	34	4,202	3,903	3,649	93	276	35,669	32,478	29,955	89	311	40,311	36,757	32,466	90
Bukidnon	1	39	32	28	88	4	342	263	230	87	62	5,261	5,043	4,439	85	67	6,442	6,143	5,897	88
Bulacan	1	462	422	406	96	22	3,636	3,375	3,190	96	181	26,439	24,139	22,812	95	204	30,537	27,986	26,408	95
Cagayan	1	522	484	459	95	23	3,156	2,883	2,727	95	180	21,181	19,121	18,150	95	204	24,859	22,488	21,236	95
Camarines	2	597	557	531	95	25	2,922	2,704	2,524	93	178	20,337	18,761	17,280	92	220	23,892	22,092	20,935	92
Capiz	1	342	305	281	92	40	3,948	3,589	3,352	93	179	24,267	21,530	19,935	91	205	28,557	25,424	23,228	93
Cavite	3	419	395	382	97	17	2,879	2,649	2,524	95	66	16,118	14,575	13,960	96	86	18,416	16,866	16,006	91
Cebu	1	1,275	1,173	1,129	96	45	8,260	7,629	7,079	93	421	59,951	54,274	49,467	91	467	69,446	63,076	57,675	91
C. L. A. S. 1	1	614	543	528	97	1	192	160	145	91	132	9,957	8,103	6,789	84	2	806	703	673	96
Cotabato	1	362	321	293	89	5	362	321	293	89	126	8,519	6,465	5,142	80	137	10,319	8,424	7,082	84
Davao	1	352	293	260	89	9	352	293	260	89	126	8,519	6,465	5,142	80	135	8,871	6,758	5,402	84
Ilocos Norte	3	1,572	1,484	1,421	96	19	4,537	4,274	4,076	95	193	26,133	23,512	21,943	93	215	32,242	29,270	27,440	94
Ilocos Sur	1	1,383	1,324	1,276	96	26	4,539	4,337	4,142	96	199	24,922	23,693	22,482	95	228	30,844	28,354	27,900	95
Iloilo	1	1,307	1,165	1,080	93	36	6,127	5,660	5,285	93	290	45,103	41,397	38,542	93	327	52,537	48,222	44,907	93
Isabela	1	206	189	182	96	8	1,605	1,497	1,432	96	95	11,597	11,086	10,585	95	104	13,408	12,399	12,199	96
Laguna	1	580	548	526	96	24	3,915	3,688	3,472	94	96	21,453	19,699	18,324	93	121	26,948	23,985	22,822	93
Lanao	1	37	29	27	93	4	251	221	205	93	80	6,840	5,950	5,394	91	86	7,128	6,200	5,626	91
Leyte	3	559	533	510	96	29	4,100	3,707	3,497	94	354	41,847	38,273	36,281	95	386	46,506	42,513	40,288	95

Manila.....	4	3,083	2,822	2,730	97	13	10,228	9,508	9,129	96	28	28,404	26,811	26,256	98	45	41,715	39,141	38,115	97
Marinduque.....	1	125	126	112	83	16	1,124	1,082	1,062	94	52	5,706	6,297	5,734	92	45	7,965	7,409	8,000	97
Mindoro.....	1	163	185	183	98	15	1,083	1,085	1,084	94	70	7,072	6,294	6,772	92	95	8,158	8,000	8,706	94
Misamis.....	1	129	119	113	95	17	2,024	1,809	1,655	91	169	24,001	20,701	18,705	90	187	26,153	22,599	20,473	90
Mountain.....	2	244	212	199	94	10	928	843	775	92	147	14,217	12,924	11,412	88	159	15,389	13,979	12,366	89
Nueva Ecija.....	1	479	466	436	94	31	3,510	3,260	3,112	95	202	26,006	23,664	22,470	95	234	29,995	27,390	26,018	95
Nueva Vizcaya.....	2	238	207	193	93	83	4,912	3,827	3,772	93	35	4,589	3,912	3,618	92	45	4,739	4,946	4,583	93
Occidental Negros.....	1	446	422	398	94	27	4,812	4,214	3,901	93	161	27,578	26,026	25,026	94	189	30,780	32,209	30,325	94
Oriental Negros.....	2	362	338	319	94	24	2,744	2,474	2,310	93	164	20,954	18,247	16,396	90	190	24,060	21,059	19,025	90
Palawan.....	1	140	134	127	95	7	912	840	786	94	96	7,435	6,494	5,703	83	104	8,487	7,468	6,616	89
Pangasinan.....	2	525	500	468	94	24	2,541	2,353	2,219	94	116	20,846	18,209	17,119	94	142	23,912	21,062	19,806	94
Philippine Nautical School.....	2	1,483	1,422	1,396	98	41	9,234	8,813	8,607	98	339	60,848	58,448	56,262	96	442	71,565	68,683	66,265	96
Philippine Normal School.....	1	62	60	60	100	97	234	215	208	97	1	597	572	556	97	3	62	60	60	100
P. S. A. T. ²	1	1,015	951	924	97	1	274	205	183	89	1	597	572	556	97	2	1,546	1,688	1,688	97
Rizal.....	1	563	524	505	96	28	3,333	3,151	3,004	95	107	20,762	19,130	18,192	95	136	24,658	22,805	21,701	95
Romblon.....	1	115	108	105	97	7	967	874	835	96	59	5,994	5,435	5,012	92	67	7,074	6,417	5,982	93
Samar.....	2	303	281	265	94	25	2,997	2,590	2,405	93	231	28,962	24,125	22,327	93	258	32,262	26,996	24,997	93
Sorsogon.....	2	265	245	227	93	17	1,961	1,724	1,614	94	169	23,900	21,145	19,607	93	188	26,126	23,114	21,448	93
Sulu.....	1	22	18	17	94	4	267	225	206	92	68	9,517	8,297	7,448	90	73	9,806	8,540	7,671	90
Surigao.....	1	66	56	54	96	8	802	709	636	90	130	11,609	9,648	8,047	83	139	12,477	10,413	8,737	84
Tarlac.....	1	700	640	611	95	17	2,958	2,774	2,657	96	145	16,996	15,536	14,814	95	163	20,654	18,950	18,032	95
Tayabas.....	1	380	347	332	96	27	3,670	3,306	3,237	98	161	24,349	21,959	21,173	96	189	28,399	26,612	24,742	97
Union.....	2	851	780	764	98	16	5,209	4,967	4,824	97	97	17,650	16,725	16,278	97	115	23,710	22,472	21,866	97
Zambales.....	1	338	323	310	96	15	2,008	1,843	1,760	95	63	10,565	9,561	9,183	96	79	12,911	11,727	11,253	96
Zamboanga.....	1	119	109	103	94	7	762	699	646	92	108	11,768	9,700	8,361	86	116	12,649	10,508	9,110	87
Total.....	72	24,955	23,085	22,108	96	857	133,430	122,384	116,382	95	6,741	918,957	829,024	771,457	93	7,670	1,077,342	975,083	903,947	93

¹ Central Luzon Agricultural School.² Philippine School of Arts and Trades.

When compared with statistics for the previous year, the figures above show (1) an increase of 7 in the number of secondary schools; (2) an increase of 119 in the number of intermediate schools; and (3) an increase of 640 in the number of primary schools.

The rate of increase in the number of secondary schools was 11 per cent; in the number of intermediate schools, 16 per cent; in the number of primary schools, 10 per cent.

Between March, 1921, and March, 1922, the average daily attendance of pupils in the primary grades increased by 105,107; in the intermediate grades, by 24,086; and in the secondary schools, by 5,872.

The rate of increase in the attendance of primary pupils was 16 per cent; in the attendance of intermediate pupils, 26 per cent; in the attendance of secondary pupils, 36 per cent.

Between March, 1921, and March, 1922, there was no change in the percentage of attendance, which is found by dividing the average attendance by the average enrolment.

A table showing, by divisions and for the Islands, the enrolment by grades and by sexes during the month of September, 1922.

Division	Primary														
	First Grade			Second Grade			Third Grade			Fourth Grade			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Abra.....	1,144	811	1,955	924	582	1,506	766	447	1,213	668	376	1,044	3,502	2,216	5,718
Aguas.....	1,433	1,273	2,711	814	670	1,484	754	617	1,371	575	383	958	3,581	2,943	6,524
Albay.....	5,005	3,637	8,642	3,552	2,628	6,180	2,666	1,799	4,465	1,894	1,169	3,063	13,123	9,297	22,420
Antique.....	2,523	1,804	4,327	1,848	1,318	3,166	1,394	1,011	2,405	1,084	736	1,820	6,754	4,869	11,623
Bataan.....	1,091	850	1,940	991	745	1,736	641	474	1,115	581	353	934	3,243	2,422	5,665
Batanes.....	229	368	597	118	89	207	124	60	184	114	51	165	585	339	924
Batangas.....	4,052	2,764	6,816	2,456	2,871	5,327	2,074	1,396	3,470	1,771	910	2,781	11,359	7,411	18,770
Bohol.....	7,392	6,562	13,954	5,075	4,153	9,228	3,938	2,585	6,523	2,439	1,649	4,088	18,224	14,964	33,178
Bukidnon.....	1,130	695	1,825	815	492	1,307	605	370	975	380	157	537	2,880	1,974	4,854
Bulacan.....	7,323	5,960	13,283	3,124	2,443	5,567	2,209	1,503	3,712	1,590	1,000	2,590	14,246	10,906	25,152
Cagayan.....	4,439	3,839	8,278	3,100	2,556	5,656	2,109	1,605	3,714	1,555	1,082	2,637	11,203	9,082	20,285
Camagines Norte.....	3,378	549	3,927	756	513	1,269	582	346	928	460	281	741	2,676	1,689	4,365
Camagines Sur.....	3,236	2,365	5,601	2,461	1,728	4,189	1,983	1,180	3,173	1,600	918	2,518	3,478	6,246	15,724
Caniz.....	5,324	4,125	9,449	3,432	2,741	6,173	2,701	1,915	4,616	1,832	1,388	3,220	13,349	10,169	23,518
Cavite.....	2,308	2,333	5,301	2,060	1,611	3,671	1,838	1,320	3,158	1,384	1,000	2,384	8,190	6,324	14,514
Cebu.....	12,200	8,900	21,100	10,013	6,640	16,653	6,742	4,253	10,995	5,126	2,959	8,085	34,081	22,752	56,833
C. I. A. S.:															
Colabato.....	2,296	1,028	3,324	1,613	404	2,017	766	191	957	410	123	533	5,785	1,746	7,531
Davao.....	2,234	1,170	3,404	1,457	670	2,127	598	250	848	450	163	613	4,829	2,253	7,082
Ilocos Norte.....	3,790	3,311	7,101	3,572	2,970	6,542	3,062	2,442	5,504	2,236	1,590	3,826	12,660	10,313	22,973
Ilocos Sur.....	4,717	3,393	8,110	4,240	2,713	6,953	3,065	2,083	5,149	2,145	1,310	3,455	14,168	9,499	23,667
Iloilo.....	9,451	8,009	17,460	6,051	11,191	17,242	4,242	3,390	7,632	3,361	2,497	5,858	19,056	19,056	42,141
Isabela.....	2,367	1,866	4,233	2,138	1,640	3,778	1,328	908	2,236	1,042	632	1,674	6,875	6,046	11,921
Laguna.....	4,660	3,752	8,422	3,451	2,945	6,396	2,495	1,875	4,370	1,956	1,353	3,309	12,562	9,985	22,497
Lanao.....	2,152	671	2,823	1,519	351	1,870	889	202	1,091	527	114	641	5,087	6,425	11,512
Leyte.....	11,118	9,408	20,526	6,183	5,330	11,513	4,076	3,359	7,435	2,539	2,185	4,724	23,916	20,282	44,198
Manila.....	5,713	4,988	10,701	4,147	3,790	7,937	3,727	3,074	6,801	3,258	2,426	5,684	16,845	14,281	31,126
Marinduque.....	1,478	1,065	2,543	1,009	789	1,798	721	479	1,210	576	324	900	3,784	2,707	6,491
Masbate.....	1,593	1,185	2,778	812	593	1,405	582	383	960	443	265	689	3,361	2,396	5,757
Mindoro.....	1,827	1,468	3,295	994	748	1,742	580	380	960	423	278	701	3,844	2,874	6,718

Misamis.....	5,568	5,089	10,657	3,012	2,931	5,943	1,893	1,713	3,606	1,189	1,124	2,313	11,662	10,857	22,519
Mountain.....	2,259	875	3,134	1,693	2,484	2,177	1,102	310	1,412	1,693	166	855	5,747	1,834	7,581
Nueva Ecija.....	5,887	5,015	10,902	3,548	2,884	6,432	2,759	1,948	4,707	2,006	1,171	3,177	14,560	11,918	26,478
Nueva Vizcaya.....	7,779	6,711	1,460	627	510	1,137	622	363	885	364	280	624	12,292	1,504	4,096
Occidental Negros.....	7,068	6,151	13,219	4,537	3,916	8,453	3,198	2,713	5,911	2,503	1,961	4,464	17,306	14,741	32,047
Oriental Negros.....	4,124	3,595	7,719	2,473	2,147	4,620	1,727	1,386	3,113	1,227	919	2,246	9,651	8,047	17,698
Palawan.....	1,672	1,120	2,792	974	583	1,567	646	365	1,011	513	245	758	3,905	2,313	6,118
Pampanga.....	5,678	4,362	9,880	2,829	1,977	4,806	2,565	1,329	3,681	1,892	815	2,407	12,954	8,423	20,777
Pangasinan.....	8,962	7,376	16,538	9,364	7,771	17,135	7,784	5,823	13,607	5,381	3,723	9,104	31,491	24,693	56,184
Philippine Nautical School.....															
Philippine Normal School.....	80	61	141	78	65	143	72	72	144	75	68	143	305	266	571
P. S. A. T. 3.....															
Rizal.....	4,337	3,699	8,036	3,101	2,639	5,730	2,374	1,783	4,157	1,988	1,180	3,168	11,800	9,291	21,091
Romblon.....	3,330	1,068	2,238	1,056	775	1,831	654	485	1,135	497	292	789	3,533	2,560	6,093
Samar.....	3,706	2,913	6,619	4,049	3,299	7,348	3,058	2,326	5,384	2,110	1,626	3,736	12,923	10,164	23,087
Sorsogon.....	3,992	3,112	7,104	2,462	2,103	4,565	1,638	1,315	2,953	1,072	856	1,928	9,164	7,386	16,550
Sulu.....	3,523	1,830	5,363	1,391	584	1,975	1,965	252	1,217	450	83	533	6,339	2,749	9,088
Surigao.....	3,283	2,916	6,199	1,667	1,201	2,668	913	736	1,649	612	454	1,066	6,275	5,307	11,582
Tarlac.....	3,241	2,862	6,103	2,611	1,937	4,548	1,837	1,313	3,150	1,409	925	2,334	9,098	7,037	16,135
Tayabas.....	5,517	4,546	10,063	3,377	2,658	6,035	2,493	1,890	4,383	1,910	1,263	3,173	13,297	10,357	23,654
Union.....	3,123	2,271	5,394	2,573	1,920	4,493	2,478	1,660	4,138	2,036	1,216	3,252	10,210	7,067	17,277
Zambales.....	2,112	1,701	3,813	1,233	984	2,167	1,065	773	1,858	983	632	1,615	5,413	4,040	9,453
Zamboanga.....	3,525	2,312	5,837	1,648	1,026	2,674	1,934	537	1,471	597	311	1,908	6,704	4,186	10,890
Total.....	194,109	151,689	345,798	133,966	101,780	235,746	97,091	68,909	116,000	71,668	47,011	118,679	496,834	369,389	866,223

¹ Second-grade pupils on vacation in September, 1922; therefore October, 1922, enrolment is given.

² Central Luzon Agricultural School.

³ Philippine School of Arts and Trades.

No. 2.—Enrolment by Grades and by Sexes—Continued

Division	Intermediate									
	Fifth Grade			Sixth Grade			Seventh Grade			Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
Abra	421	176	597	238	118	356	226	110	336	885
Agusan	219	120	339	101	43	144	81	24	105	401
Albay	952	519	1,471	562	337	899	396	249	645	1,910
Antique	540	415	955	333	272	605	245	168	413	1,118
Bataan	341	183	524	217	114	331	152	80	232	710
Batanes	67	32	99	56	22	78	38	11	49	161
Batangas	1,075	584	1,659	801	355	1,156	562	252	814	2,438
Bohol	1,291	782	2,073	885	478	1,363	656	377	1,033	2,832
Bukidnon	107	58	165	58	44	102	45	19	64	210
Bulacan	1,117	549	1,666	816	333	1,149	543	265	808	2,476
Cagayan	1,084	648	1,732	753	489	1,192	561	302	863	2,398
Camagines Norte	210	110	320	132	57	189	100	41	141	442
Camagines Sur	827	437	1,264	551	259	810	409	213	622	1,787
Capiz	1,159	778	1,937	728	471	1,199	543	366	909	2,430
Cavite	792	476	1,268	482	343	825	459	340	799	1,733
Cebu	2,740	1,440	4,180	1,822	917	2,739	1,164	614	1,778	5,726
C. L. A. S. I	39	17	56	50	9	59	69	6	75	158
Cotabato	153	61	214	98	29	127	67	15	82	318
Davao	177	60	237	70	25	95	59	5	64	306
Ilocos Norte	1,163	790	1,953	827	544	1,371	657	432	1,089	2,647
Ilocos Sur	1,383	764	2,147	1,024	524	1,548	711	438	1,149	3,118
Iloilo	2,029	1,326	3,356	1,155	790	1,945	809	500	1,309	3,983
Isabela	697	384	1,081	473	218	691	289	112	401	2,173
Laguna	1,213	734	1,947	842	504	1,346	583	419	1,002	2,638
Lanao	214	66	280	59	23	82	45	26	71	318
Leyte	1,413	1,038	2,451	822	598	1,420	553	450	1,003	2,788
Manila	3,091	1,930	5,021	2,205	1,490	3,695	1,555	1,024	2,579	6,851
Marinduque	376	240	616	176	124	300	118	95	213	649
Masbate	198	116	314	155	82	237	72	41	113	425
Mindoro	323	185	508	242	129	371	195	79	274	760
Misamis	654	541	1,195	377	309	686	240	177	417	1,271
Mountain	267	88	355	246	55	301	168	49	217	681
Nueva Ecija	1,145	619	1,764	772	397	1,169	621	285	906	2,538
Nueva Vizcaya	265	154	419	163	107	270	129	84	213	345
Occidental Negros	1,481	1,090	2,571	966	643	1,609	624	429	1,053	3,071

Oriental Negros.....	770	474	1,244	538	359	897	388	259	647	1,696	1,092	2,788
Palawan.....	288	111	339	222	54	276	118	41	159	628	206	834
Pampanga.....	392	426	1,418	630	265	895	539	206	745	2,161	897	3,058
Pangasinan.....	3,230	1,540	5,070	2,105	1,090	3,196	1,617	826	2,443	6,952	3,756	10,708
Philippine Nautical School.....												
Philippine Normal School.....	47	48	95	46	32	78	44	26	70	137	106	243
P. S. A. T. 2.....				64		64	98		98	162		162
Rizal.....	1,056	631	1,697	724	404	1,128	514	263	777	2,294	1,298	3,692
Romblon.....	308	93	491	194	31	235	167	63	235	669	232	951
Samar.....	1,043	651	1,724	545	350	893	393	216	609	1,979	1,247	3,226
Sorsogon.....	550	349	899	311	295	547	197	141	338	1,058	726	1,784
Sulu.....	99	31	190	40	12	72	52	41	63	211	54	265
Surigao.....	274	193	467	156	107	256	152	63	165	532	356	888
Tarlac.....	1,033	495	1,533	663	293	946	516	205	721	2,217	853	3,200
Tayabas.....	1,081	547	1,628	635	316	951	460	220	680	2,176	1,053	3,259
Union.....	1,572	835	2,407	1,012	491	1,503	790	405	1,195	3,374	1,731	5,105
Zambales.....	478	283	761	420	200	620	259	163	422	1,137	646	1,803
Zamboanga.....	341	173	514	166	73	239	154	59	213	661	305	966
Total.....	42,390	24,750	67,140	27,730	15,528	43,258	20,152	11,269	31,421	90,272	51,547	141,819

1 Central Luzon Agricultural School.

2 Philippine School of Arts and Trades.

No. 2.—Enrolment by Grades and by Sexes—Continued

Division	Secondary										Grand Total							
	First Year			Second Year			Third Year			Fourth Year				Total				
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Abra.....	140	41	181	59	19	78	33	9	42	14	5	19	246	74	320	4,633	2,694	7,327
Agusan.....	24	3	27	.....	.....	.....	34	23	57	18	14	32	24	3	27	4,006	3,133	7,139
Albay.....	277	126	403	85	69	154	34	23	57	20	8	28	414	232	646	16,437	10,564	26,001
Antique.....	165	118	283	54	24	78	45	9	54	20	8	28	232	169	443	8,583	5,883	14,039
Bataan.....	62	37	99	31	11	42	31	2	33	15	.....	15	15	50	139	4,092	2,849	6,941
Batanes.....	21	6	27	12	3	15	.....	.....	.....	.....	.....	.....	33	9	42	779	413	1,192
Batangas.....	336	112	448	136	40	176	65	14	79	62	18	70	589	184	773	14,386	8,786	23,172
Bohol.....	287	147	434	95	14	109	28	8	36	22	6	28	432	176	388	21,488	9,766	31,254
Bukidnon 1.....	38	.....	38	.....	.....	.....	46	18	64	30	10	40	282	137	496	3,128	9,765	12,893
Bulacan.....	185	79	264	98	30	128	46	18	64	30	10	40	369	137	496	17,061	12,190	29,271
Cagayan.....	256	134	390	118	40	158	53	11	64	32	17	49	459	202	661	14,060	10,673	24,733
Camarines Norte.....	66	27	93	30	12	42	15	2	17	.....	.....	.....	111	41	152	5,167	3,229	8,396
Camarines Sur.....	245	123	368	133	60	193	65	21	86	34	9	43	477	213	690	11,742	7,983	19,725
Capiz.....	170	120	290	66	40	106	42	21	63	20	10	30	298	191	489	10,277	11,975	22,052
Cavite.....	170	96	266	85	28	113	36	27	63	31	13	44	322	164	486	10,545	7,647	18,192
Cebu.....	688	335	1,023	264	102	366	191	47	238	121	25	146	1,264	509	1,773	41,071	26,232	67,303
C. L. A. S. 1.....	232	.....	232	194	.....	194	139	.....	.....	.....	.....	103	668	.....	1,668	826	32	858
Cotabato.....	19	7	26	.....	.....	.....	139	103	238	121	25	146	19	7	23	6,122	1,851	7,973
Davao.....	23	23	46	311	160	471	218	90	308	129	57	186	16	7	23	5,151	7,501	12,652
Ilocos Norte.....	590	449	1,039	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,243	756	2,004	16,555	12,835	29,390
Ilocos Sur.....	614	359	973	272	114	386	139	55	194	88	53	141	1,113	581	1,694	18,399	11,806	30,205
Iloilo.....	427	369	796	191	126	317	116	44	160	92	33	125	826	572	1,398	27,904	22,244	50,148
Isabela.....	182	77	259	89	16	105	35	6	41	43	5	48	349	104	453	8,683	5,864	14,547
Laguna.....	265	91	356	140	54	194	73	16	89	60	20	80	538	181	719	15,738	11,773	27,511
Lanao.....	28	7	35	20	3	23	.....	.....	.....	.....	.....	.....	48	10	58	5,453	1,463	6,916
Leyte.....	281	565	846	137	97	234	49	24	73	28	15	43	495	420	915	27,199	22,788	49,987
Manila.....	1,278	810	2,088	716	331	1,047	360	154	514	225	71	296	2,579	1,366	3,945	26,275	20,091	46,366
Marinduque.....	75	55	130	19	21	40	20	8	28	.....	.....	.....	114	84	198	4,547	3,250	7,797
Masbate.....	30	14	44	18	5	23	.....	.....	.....	.....	.....	.....	48	13	67	3,834	2,624	6,458
Mindoro.....	56	26	82	35	10	45	15	2	17	.....	.....	.....	106	38	144	4,710	3,305	8,015
Misamis.....	46	33	79	21	7	28	17	5	22	8	2	10	92	47	139	13,035	11,931	24,966
Mountain.....	143	44	187	72	22	94	46	5	51	13	2	15	283	73	341	6,796	2,093	8,889
Nueva Ecija.....	215	94	309	132	25	157	75	15	90	43	12	58	468	166	634	17,596	12,482	29,691
Nueva Vizcaya.....	88	66	154	49	22	71	22	5	27	8	1	9	167	94	261	3,921	2,243	6,164
Occidental Negros.....	235	133	368	67	34	101	60	26	86	25	16	41	387	209	596	20,764	17,112	37,876

Oriental Negros.....	243	108	351	84	28	112	38	12	50	15	10	25	380	158	538	11,727	9,297	21,024
Palawan.....	92	13	105	35	7	42	16	4	20	48	12	60	143	24	167	4,576	2,543	7,119
Pampanga.....	310	102	412	130	33	163	60	23	103	48	12	60	568	170	738	15,083	9,490	24,573
Pangasinan.....	785	438	1,223	361	120	481	163	59	222	90	28	118	1,399	645	2,044	39,842	29,094	68,936
Philippine Nautical School.....															57	57		57
Philippine Normal School.....	132	215	347	78	148	226	91	95	136	49	82	131	350	540	890	792	912	1,704
P. S. A. T. ³	267		267	166		166	99		99	75		75	607		607	769		769
Rizal.....	257	95	352	124	25	149	53	13	66	47	15	62	481	148	629	14,575	10,787	25,312
Romblon.....	74	44	118	26	8	34	14	7	21	14	2	15	128	61	139	4,330	2,903	7,233
Samar.....	208	65	273	84	8	92	45	4	49	29		29	366	77	443	15,268	11,488	26,756
Sorsogon.....	132	55	187	44	15	59	38	8	46	9	2	11	223	80	303	10,445	8,192	18,637
Sulu.....	23	5	28										23	5	28	6,573	2,881	9,381
Surigao.....	46	23	69	10	6	198		13	76	61	8	69	56	29	85	6,863	5,692	12,555
Tarlac.....	306	91	397	164	34	134	63	13	76	61	8	69	594	146	740	11,909	8,166	20,075
Tayabas.....	176	89	265	90	35	125	51	19	70	35	8	43	352	151	503	15,825	11,591	27,416
Union.....	341	140	481	181	77	258	92	33	125	52	27	79	666	277	943	14,250	9,075	23,325
Zambales.....	116	63	179	50	17	67	35	6	41	28	3	31	229	89	318	6,799	4,775	11,574
Zamboanga.....	81	24	105	38	14	52	21	3	24				140	41	181	7,505	4,532	12,037
Total.....	11,539	5,992	17,531	5,414	2,134	7,548	2,989	966	3,955	1,858	619	2,477	21,800	9,711	31,511	608,906	430,647	1,039,553

¹ First-year students on vacation in September, 1922; therefore October, 1922, enrolment is given.

² Central Luzon Agricultural School.

³ Philippine School of Arts and Trades.

When compared with corresponding figures for September, 1921, the figures in Table 2 show (1) an increase of 2,712 in the number of boys, and an increase of 2,245 in the number of girls, in the primary grades; (2) an increase of 9,573 in the number of boys, and an increase of 6,192 in the number of girls, in the intermediate grades; and (3) an increase of 5,192 in the number of boys, and an increase of 2,887 in the number of girls, in the secondary schools.

There was a decrease in the number of pupils enrolled in the first grade, the rate of decrease being 12 per cent for boys and 13 per cent for girls. The rates of increase in the number of boys and in the number of girls in the second grade were 7 per cent and 9 per cent respectively; in the third grade, 13 per cent and 15 per cent respectively; in the fourth grade, 14 per cent and 19 per cent respectively.

The rates of increase in the number of boys and in the number of girls in the fifth grade were 10 per cent and 11 per cent respectively; in the sixth grade, 11 per cent and 14 per cent respectively; in the seventh grade, 17 per cent and 21 per cent respectively.

The rates of increase in the number of boys and in the number of girls in the first year secondary were 31 per cent and 41 per cent respectively; in the second year, 40 per cent and 54 per cent respectively; in the third year, 32 per cent and 28 per cent respectively; in the fourth year, 12 per cent and 39 per cent respectively.

In every grade except in the first grade primary and in the third year secondary, the rate of increase in the number of girls was greater than the rate of increase in the number of boys.

A table showing, by divisions and for the Islands, the enrolment of secondary students by courses, based on the monthly enrolment for March, 1922.

Division	First Year										Second Year																					
	General		Normal		Com- mercial		Trade		Farming		Housekeeping and Arts		Total		General		Normal		Com- mercial		Trade		Farming		Housekeeping and Arts		Total					
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Total			
C. L. A. S. ¹	79	26	22	11									116	37	153	54	11											54	11	65		
	11	13											11	13	24																	
	114	39	21	70									135	109	244	37	9	13	19									50	28	78		
	101	60											101	60	161													66	13	79		
	52	22											52	22	74	40	4											40	4	44		
	13	6											13	6	19															9		
	221	60											239	60	299	101	19											111	27	138		
	189	23											18	37	226	41	4											41	4	45		
														14	28																	
														28																		
	129	48											129	48	177	73	33											73	33	106		
Cagayan	163	18	26	28									189	80	269	79	11											79	26	105		
Camarines	189	56	38	40									34	323	395	104	33											104	33	137		
Capiz	84	32	13	42									97	74	171	35	22	3										38	22	60		
Cavite	145	52											145	52	197	59	42											59	42	101		
Cebu	377	93	41	89									418	182	600	169	42	26	20									195	62	257		
C. L. A. S. ¹																																
Iloocos Norte	360	241	12	59									165	300	723	220	99	24	34									150	244	133	377	
Iloocos Sur	304	62	62	80									423	203	598	178	35	24	40									202	100	302		
Isabela	348	145	8	107									356	252	608	144	45	2	19									38	22	60		
Isabela	87	22											87	22	109	35	6											6	35	41		
Laguna	196	42											196	75	271	102	11											9	102	20	122	
Manao	18	4											18	4	22																	
Leyte	100	23	48	66									196	145	341	52	11											56	42	98		
Manila	895	513											974	530	1,504	371	163											4	31	476	178	654
Marinduque	42	36											42	36	78	21	16											105	15	16	37	

Mindoro.....	32	6	6	7				38	13	51	18	4					18	4	22
Misamis.....	44	13						44	13	57	28	6					28	6	34
Mountain.....	32		19	23			33	84	31	115	13	5			35		53	8	66
Nueva Ecija.....	173	71						173	71	244	85	13					85	13	98
Nueva Vizcaya.....	26	16	10	32			40	76	48	124	18	9	13	5			31	14	45
Occidental Negros.....	109	56	9	15				118	79	197	64	32				9	64	41	105
Oriental Negros.....	83	6	57	21				28	140	55	35		14	5		20	50	25	75
Palawan.....	80	16						80	16	96	20	5					20	5	25
Pampanga.....	166	74					32	198	74	272	87	19					87	19	106
Pangasinan.....	380	49	148	131			30	553	272	825	144	19	42	26		20	186	65	251
Philippine Nautical School.....																			
Philippine Normal School.....	95	205	69	92			216	164	356	520			37	48		42	37	90	127
P. S. A. T. ²	222	70						216	70	216	81	19					109	19	109
Rizal.....	46	22						222	22	292	14	8					81	8	100
Romblon.....								46	22	68							14		22
Samar.....	75	9	14	19			51	140	28	168	29	10			30		59	10	69
Sorsogon.....	107	12						21	107	33	140	52	4			9	52	13	65
Sulu.....	12	6						12	6	18									
Surigao.....	22	12						22	12	34	12	6					12	6	18
Tarlac.....	264	35	18	21				282	82	364	99	11				7	99	18	117
Tayabas.....	118	43						118	43	161	52	29					52	29	81
Union.....	259	144					34	298	144	437	118	46				12	130	46	176
Zambales.....	127	58						127	58	185	49	10					49	10	59
Zamboanga.....	40	16						40	16	56	19	4					19	4	23
Total.....	6,729	2,583	636	953	79	17	364	8,234	3,985	12,219	3,028	886	208	221	215	201	3,691	1,323	5,014

1 Central Luzon Agricultural School.

2 Philippine School of Arts and Trades.

Occidental Negros.....	31	8																31	8	39
Oriental Negros.....	28																	28	7	35
Palawan.....		6																42	6	48
Pampanga.....	42	12																111	35	146
Pangasinan.....	78					14														
Philippine Nautical School.....																		25		25
Philippine Normal School.....						47												49	64	113
P. S. A. T. 1.....																		58		58
Rizal.....	30	6																30	6	36
Romblon.....																				
Samar.....	18	2																18	2	20
Sorsogon.....	17	1																17	1	18
Sulu.....																				
Surigao.....																				
Tarlac.....	48	9																48	9	57
Tayabas.....	31	3																43	3	46
Union.....	35	15																35	15	50
Zambales.....	28	5																28	5	33
Zamboanga.....	7	2																7	2	9
Total.....	1,180	231				126				156			72	14	22		36	88	67	2,017

1 Central Luzon Agricultural School.

2 Philippine School of Arts and Trades.

No. 3.—Enrolment of Secondary Students by Courses—Continued

Division	Grand Total											
	General		Normal		Commercial		Trade	Surveying	Farming	House-keeping and Household Arts	Nautical	Total
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Boys	Boys	Girls	Boys	
Abra.....	155	48	22	11	—	—	—	—	15	—	—	192
Agusan.....	11	13	—	—	—	—	—	—	—	—	—	24
Albay.....	173	54	44	107	—	—	—	—	—	—	—	384
Antique.....	206	84	—	—	—	—	—	—	—	—	—	290
Bataan.....	127	29	—	—	—	—	—	—	—	—	—	156
Batanes.....	22	6	—	—	—	—	—	—	—	—	—	28
Batangas.....	412	104	—	—	—	—	28	—	—	8	—	552
Bohol.....	271	33	—	—	—	—	—	—	28	21	—	325
Bukidnon.....	—	—	—	—	—	—	—	—	—	—	—	54
Bulacan.....	288	108	—	—	—	—	—	—	—	—	—	396
Cagayan.....	299	40	26	28	—	—	—	—	—	—	—	454
Camaringes.....	355	107	38	40	—	—	—	—	—	61	—	540
Capiz.....	154	70	25	45	—	—	—	—	—	—	—	295
Cavite.....	263	121	—	—	—	—	—	—	—	1	—	384
Cebu.....	688	155	94	129	44	11	—	—	—	—	—	1,121
C. L. A. S. 1.....	—	—	—	—	—	—	—	—	518	—	—	518
Ilocos Norte.....	817	401	74	146	—	—	18	—	33	—	—	1,489
Ilocos Sur.....	644	118	130	166	—	—	—	—	29	110	—	803
Iloilo.....	617	226	21	143	40	7	—	—	—	18	—	894
Isabela.....	152	30	—	—	—	—	—	—	—	—	—	1,072
Laguna.....	377	75	—	—	27	—	—	—	—	—	—	30
Lanao.....	18	4	—	—	—	—	—	—	—	54	—	129
Leyte.....	194	39	48	66	16	6	52	—	—	—	—	22
Manila.....	1,627	806	—	—	200	32	—	—	—	97	—	18
Marinduque.....	63	52	—	—	—	—	—	—	—	—	—	310
Mindoro.....	58	10	6	7	—	—	—	—	—	—	—	838
Misamis.....	91	25	—	—	—	—	—	—	—	—	—	2,665
Mountain.....	45	11	58	35	—	—	—	—	—	—	—	52
Nueva Ecija.....	340	103	—	—	—	—	—	—	68	—	—	64
Nueva Vizcaya.....	67	31	23	37	—	—	—	—	40	—	—	17
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[illegible]

¹ Central Luzon Agricultural School.

When compared with statistics for March, 1921, the figures in Table 3 show (1) an increase of 4,608 in the number of secondary students enrolled in the general course; (2) an increase of 1,034 in the number of secondary students enrolled in normal courses; (3) a decrease of 5 in the number of secondary students enrolled in commercial courses; (4) an increase of 175 in the number of secondary students enrolled in the trade course; (5) an increase of 18 in the number of secondary students enrolled in the surveying course; (6) an increase of 139 in the number of secondary students enrolled in the farming courses; (7) an increase of 155 in the number of secondary students enrolled in the housekeeping- and-household-arts course; and (8) a decrease of 2 in the number of secondary students enrolled in the nautical course. The rate of increase in the number of secondary students enrolled in the general course was 38 per cent; in the normal courses, 64 per cent; in the trade course, 46 per cent; in the surveying course, 44 per cent; in the farming courses, 24 per cent; in the housekeeping- and-household-arts course, 24 per cent.

The rate of decrease in the number of secondary students enrolled in commercial courses was 1 per cent; in the housekeeping-and-household-arts course, 24 per cent, in the courses, 21 per cent; in the nautical course, 3 per cent.

No. 4.—Enrolment of Intermediate Pupils by Courses

A table showing, by divisions and for the Islands, the enrolment of intermediate pupils by courses, based on the monthly enrolment, March, 1922.

Division	Fifth Grade						Sixth Grade					
	General		Trade		Farming		House-keeping and Household Arts		Total		General	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Abra.....	314	12	28	149	342	162	504	213	26	105	239	105
Agusan.....	89	77	94	7	183	84	267	44	39	6	83	25
Albay.....	652	434	82	70	771	504	1,275	395	71	56	501	305
Antique.....	523	404	13	33	566	437	1,003	213	29	17	401	230
Bataan.....	264	79	74	74	264	153	417	207	29	67	207	96
Batanes.....	42	25	42	25	42	25	67	45	15	45	15	15
Batangas.....	1,039	339	23	607	1,109	607	1,716	769	32	363	838	363
Bohol.....	1,011	27	38	198	1,071	597	1,668	692	36	20	164	748
Bukidnon.....	1,27	27	53	64	80	64	144	4	56	36	60	36
Bulacan.....	1,052	27	27	461	1,079	461	1,540	630	31	298	661	298
Cagayan.....	752	343	62	178	814	521	1,335	447	68	163	515	325
Camrines.....	770	24	38	374	825	398	1,223	527	46	325	589	325
Capiz.....	817	105	26	31	568	874	1,547	556	51	19	367	407
Cavite.....	608	366	28	115	636	481	1,117	475	36	83	511	348
Cebu.....	2,330	902	53	329	2,383	1,231	3,614	1,506	24	232	1,530	745
C. L. A. S. 1.....	89	40	41	5	41	5	46	44	46	6	46	6
Corabato.....	92	92	24	44	116	44	160	50	23	8	68	13
Davao.....	958	39	43	784	1,042	784	1,826	717	35	32	784	508
Ilocos Norte.....	1,166	39	71	688	1,276	688	1,964	711	37	72	820	472
Ilocos Sur.....	1,589	239	33	901	1,622	1,140	2,762	889	54	53	942	636
Iloilo.....	362	108	111	113	509	221	730	224	21	47	292	126
Isabela.....	969	6	14	605	983	611	1,594	647	9	63	656	418
Laruna.....	47	23	20	1	67	24	91	38	14	221	656	464
Lanao.....	842	64	64	748	906	748	1,654	556	76	14	632	31
Levite.....	842	64	64	748	906	748	1,654	556	76	14	632	460

Manila.....	2,343	1,240	299	2,343	1,539	3,882	1,788	904	228	1,788	1,132	2,920
Marinduque.....	241	6	210	241	216	457	161	23	102	161	102	263
Mindoro.....	265	76	96	265	172	437	215	85	74	215	97	312
Misamis.....	492	154	252	492	406	898	301	85	162	301	247	548
Mountain.....	234	42	28	318	70	388	136	17	34	207	51	258
Nueva Ecija.....	963	395	113	984	508	1,492	641	260	71	664	331	995
Nueva Vizcaya.....	148	88	40	224	128	352	95	75	42	158	100	258
Oriental Negros.....	1,160	248	609	1,160	857	2,017	646	443	41	646	484	1,130
Occidental Negros.....	1,639	286	137	664	423	1,087	465	214	100	493	314	807
Palawan.....	234	71	10	290	81	371	156	68	12	201	77	278
Pampanga.....	620	219	72	686	291	977	469	138	56	538	194	732
Pangasinan.....	2,501	46	1,504	2,647	1,504	4,151	1,571	26	78	1,690	905	2,595
Philippine Normal School	46	27	---	46	27	73	45	---	---	45	26	71
P. S. A. T. 2	---	---	---	35	---	35	---	---	---	63	---	63
Rizal.....	1,011	170	365	1,011	535	1,546	634	63	252	634	315	949
Romblon.....	215	24	100	261	124	385	150	24	25	175	90	265
Samar.....	629	46	484	730	484	1,214	345	---	46	261	261	708
Sorsogon.....	508	315	47	533	362	895	261	153	46	286	199	485
Sulu.....	43	---	17	91	17	108	38	---	20	58	13	71
Surigao.....	229	90	63	229	153	382	98	42	26	98	68	166
Tarlac.....	822	---	394	855	394	1,249	539	---	29	568	235	803
Tayabas.....	803	15	480	899	495	1,394	566	---	69	635	317	962
Union.....	1,479	---	768	1,479	768	2,247	944	---	43	498	498	1,435
Zambales.....	461	268	37	521	305	826	254	156	32	350	194	544
Zamboanga.....	178	43	49	219	92	311	119	26	32	161	68	219
Total.....	32,668	7,364	13,290	34,961	20,654	55,615	21,425	4,904	932	23,438	13,095	36,583

1 Central Luzon Agricultural School.

2 Philippine School of Arts and Trades.

No. 4.—Enrolment of Intermediate Pupils by Courses—Continued

Division	Seventh Grade						Total for the Grades					
	General			Trade			General			Farming		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Abra.....	136		46	155	201	356	663	13	73	300	736	313
Agusan.....	15	3	18	27	10	37	148	99	145	20	293	119
Albay.....	266	132	398	339	159	498	1,313	815	100	198	1,611	968
Antique.....	235	177	412	267	208	475	1,130	794	91	81	1,234	875
Bataan.....	120		65	120	65	185	1,591	108		206	1,591	314
Batanes.....	22	7	29	22	7	29	109	47			109	47
Batangas.....	547		294	621	294	915	2,355		108	1,264	2,568	1,254
Bohol.....	546	185	731	607	302	909	2,249	860	121	479	2,426	1,339
Bukidnon.....				36	36	72	31		56	100	176	100
Bulacan.....	461		241	501	241	742	2,143		98	1,000	2,241	1,000
Cagayan.....	319	94	413	353	200	553	1,518	599	164	447	1,682	1,046
Camarines.....	321		141	359	141	500	1,618	24	100	840	1,773	864
Capiz.....	455		327	505	327	832	1,828	145	101	1,262	2,005	1,407
Cavite.....	330	142	472	360	221	581	1,413	773	94	277	1,507	1,050
Cebu.....	865	284	1,149	900	462	1,362	4,701	1,699	112	739	4,813	2,438
C. L. A. S. ¹												
Cotabato.....	21	7	28	49	3	52	154	60		14	136	14
Davao.....	18		7	23	7	30	160			95	249	60
Ilocos Norte.....	569		418	626	418	1,044	2,244	2	102	59	221	59
Ilocos Sur.....	522		350	608	350	958	2,399		109	1,510	2,704	1,510
Iloilo.....	629	38	396	633	396	1,049	3,107	331	110	1,841	3,217	2,172
Isabela.....	154	47	201	233	80	313	740	218	80	209	1,014	427
Laguna.....	491	153	644	507	291	798	2,107	402	39	964	2,146	1,366
Lanao.....	30	14	44	30	14	44	115	68		34	149	69
Leyte.....	316		340	367	340	707	1,714		191	1,548	1,905	1,548
Manila.....	1,462	733	2,195	1,482	917	2,399	5,613	2,877		711	5,613	3,588
Marinduque.....	130		143	130	143	273	545	6		442	545	448
Mindoro.....	152	20	172	152	77	229	632	119		227	632	448
Misamis.....	142		111	142	111	253	935	239		525	935	764
Mountain.....	58	6	64	147	38	185	428	65		94	672	159

Nueva Ecija.....	430	145	25	60	455	205	660	2,034	800	69	244	2,103	1,044	3,147
Nueva Vizcaya.....	77	42	15	24	112	66	178	320	205	76	89	244	1,044	3,147
Occidental Negros.....	531	293	21	531	531	317	848	2,337	584	76	674	2,337	1,658	3,995
Oriental Negros.....	256	115	21	58	277	173	450	1,360	615	74	295	1,434	910	2,344
Palawan.....	88	28	26	5	119	33	152	478	167	98	34	610	191	801
Pampanga.....	352	91	27	52	399	143	542	1,441	448	133	180	1,623	628	2,251
Pasigian.....	1,112	303	40	325	1,203	628	1,831	5,184	303	143	2,734	5,540	3,037	8,577
Philippine Normal School	46	19			46	19	65	137	72	177		177	72	209
P. S. A. T. z			79		79		79							177
Rizal.....	330	19		177	330	136	526	1,975	252		794	1,975	1,046	3,021
Romblon.....	113	9		64	133	73	206	478	57					287
Samar.....	251		21	55	327	162	489	1,225		113	91	230	569	856
Sorsogon.....	170	78	24	36	194	114	308	939	546	74	166	907	1,504	2,411
Sulu.....	20			5	34	5	39	101				129	1,013	675
Surigao.....	72	22		18	72	40	112	399	154		82	35	183	218
Tarlac.....	409		24	164	433	164	597	1,770		86		107	389	660
Tayabas.....	391		74	212	465	212	677	1,760	15		793	1,856	793	2,649
Union.....	683		30	370	713	370	1,083	3,106		239	1,009	1,999	1,024	3,023
Zambales.....	163	128	47	35	241	163	404	908	552	73	1,636	3,179	1,636	4,815
Zamboanga.....	85	12	19	29	104	41	145	382	81	118	110	1,112	1,662	1,774
Total.....	14,944	3,346	930	760	16,634	8,936	25,620	69,037	15,614	3,195	27,121	75,083	42,735	117,818

¹ Central Luzon Agricultural School.

² Philippine School of Arts and Trades.

When compared with statistics for March, 1921, the figures in Table 4 show (1) an increase of 17,223 in the number of intermediate pupils enrolled in the general course; (2) an increase of 385 in the number of intermediate pupils enrolled in trade schools; (3) an increase of 6,525 in the number of intermediate pupils enrolled in the house-keeping-and-household-arts course; and (4) an increase of 383 in the number of intermediate pupils enrolled in the farming course.

The rate of increase in the number of intermediate pupils enrolled in the general course was 26 per cent; in trade schools, 14 per cent; in the housekeeping-and-household-arts course, 32 per cent; in the farming course, 16 per cent.

No. 5.—Enrolment, Pupils Dropped, and Percentages of Pupils Dropped

A table showing, by divisions and for the Islands, the annual enrolment, the March enrolment, the number of pupils dropped, and the percentages of pupils dropped, based on the annual enrolment for the school year 1921-22.

Division	All	First Grade				Second Grade				Third Grade				Fourth Grade				Fifth Grade				
		Annual Enrol-ment	March Enrol-ment	Number of Pu-ils Dropped	Percentage	Annual Enrol-ment	March Enrol-ment	Number of Pu-ils Dropped	Percentage	Annual Enrol-ment	March Enrol-ment	Number of Pu-ils Dropped	Percentage	Annual Enrol-ment	March Enrol-ment	Number of Pu-ils Dropped	Percentage	Annual Enrol-ment	March Enrol-ment	Number of Pu-ils Dropped	Percentage	
Philippine Nautical School	Percentage																					
	5	5,279	4,960	319	6	2,944	2,786	158	5	1,947	1,820	127	7	1,427	1,330	97	7	886	730	106	13	
	7	9,714	8,958	756	8	7,460	6,892	568	8	4,628	4,194	434	9	3,120	2,877	243	8	2,159	1,964	195	9	
	8	8,312	7,592	720	9	3,444	3,254	190	6	1,766	1,646	120	7	843	7,907	46	5	4,432	3,888	44	10	
	8	24,661	22,418	2,243	9	17,867	16,619	1,248	7	10,862	10,060	802	7	7,458	7,033	426	6	4,623	4,151	372	8	
Philippine Normal School	8	147	142	5	4	157	143	14	9	145	143	2	1	148	143	5	3	79	73	6	8	
	9	9,436	8,429	1,007	11	7,363	6,811	552	7	6,408	5,951	457	7	5,197	4,863	364	9	4,321	3,882	439	10	
	9	2,192	1,949	243	11	1,584	1,438	156	10	1,261	1,152	109	9	861	782	79	9	591	504	87	15	
	10	2,259	2,025	234	10	1,456	1,329	124	9	1,146	1,028	118	10	756	684	72	10	470	417	53	11	
	10	5,453	4,638	815	15	5,040	4,474	566	11	4,001	3,639	362	9	3,156	2,927	229	7	2,474	2,247	227	9	
	11	4,045	3,547	498	12	1,590	1,433	157	10	1,029	922	107	10	771	692	79	10	487	371	66	15	
	12	9,914	8,611	1,303	13	4,740	4,184	556	12	3,457	3,050	407	12	2,486	2,222	264	11	1,955	1,716	239	12	
	12	6,094	5,391	703	12	4,269	3,816	453	11	3,355	2,906	449	13	2,400	2,075	325	14	1,307	1,117	190	15	
	12	8,772	7,488	1,284	14	5,444	4,898	606	11	3,758	3,308	450	12	2,788	2,484	304	11	1,615	1,546	69	4	
	12	7,265	6,440	825	11	2,376	2,099	277	12	1,292	1,107	185	14	835	706	129	15	363	311	52	14	
Camarines Norte	13	8,083	6,802	1,281	16	5,620	4,856	764	14	4,086	3,517	519	13	2,594	2,295	299	12	1,886	1,623	163	12	
	13	9,874	8,286	1,588	16	7,586	6,683	903	12	4,727	4,016	711	15	3,946	3,425	521	13	2,062	1,826	236	11	
	13	2,648	2,291	357	13	1,931	1,723	208	11	1,257	1,053	204	16	870	732	138	16	621	457	64	12	
	13	2,648	2,291	357	13	1,931	1,723	208	11	1,257	1,053	204	16	870	732	138	16	621	457	64	12	
	13	2,733	2,352	381	14	1,546	1,368	178	12	974	841	133	14	741	647	94	13	439	385	54	12	
	13	7,325	6,166	1,159	16	4,422	3,888	534	12	2,991	2,614	377	13	2,258	2,006	262	11	1,421	1,249	172	12	
	13	3,560	3,005	555	16	1,924	1,654	270	8	1,616	1,409	207	13	950	838	112	12	318	267	51	16	
	14	16,595	14,038	2,557	16	8,757	7,578	1,179	13	5,988	5,125	843	14	4,349	3,699	639	12	1,958	1,668	286	15	
	14	10,387	8,619	1,768	16	5,273	4,570	603	11	3,135	2,713	422	13	2,386	2,107	279	12	1,559	1,335	224	15	
	14	21,079	17,770	3,309	16	10,704	9,543	1,161	11	7,556	6,573	983	13	5,764	5,020	744	13	3,226	2,762	464	14	
Laguna	14	8,620	7,304	1,316	15	5,771	4,980	811	14	4,145	3,597	548	13	2,917	2,516	401	14	1,816	1,594	222	12	

Lanao.....	14	4,042	3,386	656	16	1,448	1,274	174	12	890	815	75	8	460	383	77	17	112	91	21	19
Nueva Ecija.....	14	12,199	10,247	1,852	16	7,746	5,852	867	13	4,471	3,833	638	14	2,617	2,331	286	11	1,709	1,492	217	13
Zambales.....	14	4,823	3,819	644	15	2,411	1,930	806	14	1,930	1,626	304	16	1,663	1,421	238	14	1,905	1,826	119	13
Bulacan.....	15	14,167	12,513	2,254	15	5,517	3,715	892	15	3,871	2,971	600	17	2,584	2,204	380	15	1,805	1,540	265	15
Cebu.....	15	26,591	22,139	4,452	17	13,561	13,306	2,256	14	10,744	8,997	1,747	16	7,055	5,949	1,106	16	4,251	3,614	637	15
Mindoro.....	15	3,993	3,264	729	18	1,373	1,293	140	11	983	878	105	11	723	618	105	15	513	437	76	15
Sulu.....	15	6,746	5,912	1,238	18	2,096	2,038	383	4	904	809	95	11	421	370	53	12	116	108	8	6
Albay.....	16	8,886	7,257	1,638	18	5,094	5,048	956	16	3,784	3,142	642	17	2,591	2,192	393	12	1,470	1,275	195	13
Cotabato.....	16	6,360	5,801	1,719	17	1,652	1,447	205	12	6,484	5,695	137	16	493	412	81	16	211	177	84	16
Leyte.....	16	20,231	17,628	2,763	14	10,885	9,044	1,839	17	6,484	5,164	1,320	20	4,189	3,467	722	17	2,046	1,654	392	19
Pampanga.....	16	10,069	8,170	1,899	19	5,053	4,292	766	15	3,427	2,821	606	18	2,292	1,987	305	13	1,069	977	122	11
Capiz.....	17	10,393	8,417	1,976	19	6,308	5,333	975	15	4,446	3,666	780	18	3,120	2,651	469	15	1,898	1,547	351	13
C. L. A. S. I.....	17	10,567	8,508	2,059	19	6,110	5,143	967	16	4,164	3,400	764	18	3,508	2,932	576	16	1,758	1,394	364	21
Tayabas.....	18	10,567	8,508	2,059	19	6,110	5,143	967	16	4,164	3,400	764	18	3,508	2,932	576	16	1,758	1,394	364	21
Bukidnon.....	19	3,287	2,980	697	21	1,526	1,275	251	16	3,970	3,318	182	16	4,478	3,831	97	20	194	144	50	26
Nueva Vizcaya.....	19	1,923	1,395	493	27	1,320	1,113	207	16	830	699	131	16	616	533	83	13	433	352	81	19
Davao.....	20	4,849	3,884	965	20	2,413	1,921	492	20	716	583	153	21	541	444	97	18	215	180	55	25
Oriental Negros.....	20	10,893	8,368	2,525	23	4,773	3,879	899	19	3,115	2,486	629	20	2,168	1,777	391	18	1,328	1,087	241	18
Sorsogon.....	20	12,972	10,124	2,848	22	5,585	4,016	975	17	3,254	2,680	674	21	2,089	1,652	437	21	1,062	895	167	16
Misamis.....	21	12,959	9,864	2,745	22	6,864	4,640	1,214	21	3,558	2,682	696	21	2,189	1,757	432	20	1,133	898	235	21
Batanes.....	23	435	359	76	17	252	194	53	23	207	159	48	23	177	120	57	32	96	67	29	30
Occidental Negros.....	24	14,125	9,993	4,192	30	7,741	6,153	1,588	21	5,520	4,320	1,200	22	4,136	3,318	818	20	2,497	2,017	480	19
Antique.....	25	6,031	4,193	1,838	30	3,888	2,916	972	25	2,775	2,033	742	27	1,898	1,533	365	19	1,284	1,003	281	22
P. S. A. T. ?.....	25	12,457	7,974	4,453	36	8,338	6,508	1,830	22	4,632	3,747	886	19	3,537	2,972	565	16	1,604	1,214	390	24
Samar.....	26	6,252	4,398	1,854	30	2,777	2,191	586	21	1,586	1,177	409	26	994	782	212	21	477	382	95	20
Surigao.....	26	6,252	4,398	1,854	30	2,777	2,191	586	21	1,586	1,177	409	26	994	782	212	21	477	382	95	20
Total.....	15	420,225	348,914	71,311	17	234,910	203,226	31,684	13	155,053	132,445	22,608	15	109,560	95,000	14,560	13	64,654	55,615	9,039	14

1 Central Luzon Agricultural School.

2 Philippine School of Arts and Trades.

No. 5.—Enrolment, Pupils Dropped, and Percentages of Pupils Dropped—Continued

Division	Sixth Grade				Seventh Grade				First Year				Second Year				Third Year				Fourth Year				
	Annual Enrol-	March Enrol-	Number of Pu- pils Dropped	Percentage	Annual Enrol-	March Enrol-	Number of Pu- pils Dropped	Percentage	Annual Enrol-	March Enrol-	Number of Pu- pils Dropped	Percentage	Annual Enrol-	March Enrol-	Number of Pu- pils Dropped	Percentage	Annual Enrol-	March Enrol-	Number of Pu- pils Dropped	Percentage	Annual Enrol-	March Enrol-	Number of Pu- pils Dropped	Percentage	
Philippine Nautical School	456	418	38	8	313	293	20	6	123	109	14	11	50	41	9	18	36	34	25	1	6	26	25	1	4
	1,370	1,292	78	6	1,010	958	52	5	745	598	147	20	334	302	32	10	172	162	3	2	132	129	3	2	
	2,257	2,258	29	10	2,077	1,855	22	11	136	115	21	15	73	66	12	15	20	19	2	11	152	146	6	4	
	2,750	2,595	155	6	1,961	1,831	130	7	880	825	55	6	275	251	24	9	176	162	14	8	152	146	6	4	
Philippine Normal School	79	71	8	10	76	65	11	14	585	520	65	11	142	127	15	11	173	162	11	6	115	113	2	2	
	3,250	2,920	330	10	2,657	2,399	258	10	1,703	1,477	226	13	778	634	144	19	316	270	46	15	286	237	49	17	
	363	344	19	5	212	201	11	5	176	153	23	13	73	65	8	11	38	33	5	13	18	18	4	7	
	331	303	28	8	204	185	19	9	85	74	11	14	53	44	9	17	20	20	23	15	15	54	50	4	
	1,589	1,485	104	7	1,146	1,083	63	5	492	437	55	11	204	176	28	14	101	86	15	15	54	50	4	7	
Palawan	305	278	27	9	170	152	18	11	100	96	4	4	28	25	3	11	12	11	1	8	5	35	33	2	6
	1,304	1,201	103	8	972	915	57	6	339	299	40	12	148	138	10	7	86	82	4	6	27	26	1	4	
	946	859	87	9	626	531	45	7	223	197	26	12	105	101	4	4	64	60	4	6	27	26	1	4	
	1,055	949	106	10	663	526	137	21	333	292	41	12	109	100	9	8	82	77	5	6	39	36	3	5	
	243	219	24	10	156	145	11	7	68	56	12	18	27	23	4	15	15	14	1	7	9	9	9	7	
Zamboanga																									
	1,005	914	91	9	531	500	31	6	349	323	26	7	157	137	20	13	51	44	7	16	40	36	4	11	
	1,375	1,292	83	6	1,100	1,044	56	5	765	723	42	5	395	377	18	5	246	229	17	7	166	160	6	4	
	304	263	41	13	309	273	36	12	96	78	8	9	39	37	2	5	18	16	2	11					
	293	265	28	10	233	206	27	12	73	68	5	7	24	22	2	8	18	16	2	11					
Tarlac																									
	851	803	78	9	656	597	59	9	428	364	64	15	128	117	11	9	81	74	7	8	63	57	6	10	
Agusan	119	108	11	9	47	37	10	21	36	24	12	33	29	29	9	17	20	29	29	4	7	25	25	4	13
	1,291	1,188	103	8	958	909	49	5	332	295	37	11	118	105	13	11	58	54	4	7	30	26	4	13	
	955	840	115	12	642	553	89	14	315	269	47	15	170	156	14	8	120	105	15	13	120	105	15	13	
	1,761	1,578	183	10	1,140	1,049	91	8	751	608	143	19	270	216	54	20	166	143	23	14	120	105	15	13	
	1,235	1,120	115	9	864	798	66	8	296	271	25	8	130	122	8	6	102	93	9	9	52	47	5	10	
Lanao																									
	91	83	8	9	48	44	4	8	37	22	15	41	72	68	4	6	37	33	4	11					
	1,080	995	85	8	721	660	61	8	260	244	16	6	110	98	12	11	42	40	2	5	35	33	4	11	
	1,616	1,544	72	12	1,448	1,404	44	3	197	185	12	6	66	59	7	17	63	55	8	15	60	56	2	3	
	1,047	959	88	8	784	742	42	5	211	177	34	16	128	106	22	17	63	55	8	15	60	56	2	3	
Bebu	2,522	2,275	247	10	1,487	1,362	125	8	707	600	107	15	285	257	28	10	167	152	15	9	116	112	4	8	

Mindoro	340	312	28	8	240	229	11	5	58	51	7	12	24	22	2	8	11	8	3	27	---	---
Sulu	81	71	10	12	70	39	31	44	22	18	4	18	---	---	---	---	---	---	---	---	---	
Albay	889	806	83	9	552	498	54	10	293	244	49	17	87	78	9	10	40	39	1	3	24	23
Corabato	93	81	12	13	58	51	7	12	---	---	---	---	---	---	---	---	---	---	---	---	---	
Leyte	1,262	1,092	170	13	792	707	85	11	371	341	30	8	100	98	2	2	54	47	7	13	34	32
Pampanga	824	732	92	11	618	542	76	12	291	272	19	7	116	106	10	9	68	68	---	---	50	48
Capiz	1,158	1,033	125	11	892	832	60	7	203	171	32	16	70	60	10	14	33	29	4	12	36	35
C. L. A. S.	68	52	16	24	65	52	13	20	212	165	47	22	174	150	24	14	131	115	16	12	97	88
Tayabas	1,128	952	176	16	784	677	107	14	190	161	29	15	89	81	8	9	51	46	5	10	50	46
Bukidnon	107	96	11	10	41	36	5	12	39	28	11	20	---	---	---	---	---	---	---	---	---	---
Nueva Vizcaya	276	258	18	7	203	178	25	12	149	124	25	17	56	45	11	20	11	11	---	---	22	18
Davao	95	81	14	15	42	39	3	7	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Oriental Negros	909	807	102	11	507	450	57	11	219	195	24	11	81	75	6	7	26	26	---	---	36	35
Sorsogon	553	485	68	12	346	308	38	11	155	140	15	10	72	65	7	10	20	18	2	10	18	18
Misamis	606	548	58	10	285	253	32	11	63	57	6	10	38	34	4	11	14	13	1	7	14	12
Batanes	84	60	24	29	39	29	10	26	26	19	7	27	12	9	3	25	---	---	---	---	---	---
Occidental Negros	1,313	1,130	183	14	1,002	848	154	15	243	197	46	19	113	105	8	7	49	47	2	4	41	39
Antique	767	631	136	18	527	475	52	10	183	161	22	12	80	79	1	1	37	36	1	3	15	14
P. S. A. T.	79	63	16	20	120	79	41	34	282	216	66	23	132	109	23	17	71	60	11	15	66	58
Samar	864	708	156	18	530	489	41	8	186	168	18	10	75	69	6	8	21	20	1	5	21	20
Surigao	194	166	28	14	131	112	19	15	44	34	10	23	22	18	4	18	---	---	---	---	---	---
Total	40,593	36,583	4,010	10	28,185	25,620	2,565	9	14,061	12,182	1,869	13	5,649	4,994	655	12	3,076	2,810	266	9	2,178	2,017
																						161
																						7

¹ Central Luzon Agricultural School.

² Philippine School of Arts and Trades.

In Table 5, the divisions are listed according to the percentage of pupils dropped during the school year 1921-22, the division with the smallest percentage being listed first.

The median percentage of withdrawals during the school year 1921-22 was 14 per cent, or 3 per cent less than during the school year 1920-21.

No. 6.—*Promotions of Pupils*
 A table showing, by divisions and for the Islands, the number of pupils promoted, school year 1921-22.

Division	From First Grade to Second Grade			From Second Grade to Third Grade			From Third Grade to Fourth Grade			From Fourth Grade to Fifth Grade			From Fifth Grade to Sixth Grade			From Sixth Grade to Seventh Grade		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Abra.....	735	515	1,251	600	416	1,016	528	344	872	360	162	522	138	110	248	174	91	265
Agusan.....	829	863	1,692	675	562	1,237	675	444	1,119	256	156	412	124	52	176	72	21	93
Albay.....	2,988	2,346	5,334	2,426	1,863	4,289	1,574	1,059	2,633	958	561	1,519	507	348	855	364	217	581
Antique.....	1,337	1,144	2,481	1,108	934	2,042	790	677	1,467	522	485	1,007	239	239	533	256	150	406
Bataan.....	833	724	1,557	610	507	1,117	552	368	920	326	217	543	208	120	328	154	83	237
Batanes.....	117	100	217	88	52	140	63	40	103	52	27	79	39	18	57	40	14	54
Batangas.....	2,797	2,203	5,000	1,691	1,240	2,931	1,302	832	2,134	817	469	1,286	575	277	852	469	205	674
Bohol.....	4,248	3,820	8,068	2,887	2,627	5,514	1,962	1,607	3,569	1,404	1,054	2,458	823	450	1,273	571	332	903
Bukidnon.....	589	417	1,006	467	311	778	300	161	461	1,224	63	1,287	59	34	93	47	29	76
Bulacan.....	2,863	2,557	5,420	1,876	1,412	3,288	1,192	855	2,047	890	485	1,375	733	326	1,059	507	253	760
Cagayan.....	3,378	3,032	6,410	2,151	1,814	3,965	1,325	1,031	2,356	977	658	1,635	692	425	1,117	454	275	729
Camarinas.....	4,241	2,301	6,542	2,613	1,711	4,324	1,877	1,246	3,123	1,046	641	1,687	656	334	990	491	289	780
Capiz.....	2,753	2,380	5,133	2,196	1,850	4,046	1,457	1,182	2,639	956	677	1,633	587	404	991	437	311	748
Cavite.....	1,551	1,440	2,991	1,477	1,146	2,623	1,115	908	2,023	715	505	1,220	456	341	797	445	306	751
Cebu.....	9,653	6,639	16,292	6,537	4,435	10,973	4,559	2,752	7,351	2,865	1,539	4,404	1,672	850	2,522	1,146	545	1,691
C. I. A. S. I.....	1,780	462	2,242	763	188	951	370	99	469	180	50	230	31	5	36	43	6	49
Cotabato.....	1,481	774	2,255	910	407	1,317	321	130	451	179	56	235	77	28	105	63	6	65
Davao.....	3,096	6,382	9,478	2,868	2,611	5,479	1,199	1,431	2,630	1,249	794	2,043	773	471	1,244	642	413	1,055
Ilocos Norte.....	2,839	2,145	4,984	2,535	1,978	4,513	1,766	1,193	2,959	1,245	743	1,988	873	485	1,358	626	390	1,016
Ilocos Sur.....	5,563	4,983	10,546	3,618	3,249	6,867	2,797	2,137	4,934	2,004	1,453	3,457	1,241	890	2,121	815	558	1,373
Isabela.....	1,942	1,473	3,415	1,473	1,113	2,586	1,017	694	1,711	748	486	1,230	486	205	691	285	118	403
Laguna.....	2,720	2,475	5,195	1,959	1,754	3,713	1,523	1,225	2,748	1,055	746	1,801	776	507	1,283	570	422	992
Lanao.....	1,706	402	2,108	940	267	1,207	507	127	634	212	56	268	57	20	77	49	24	73
Leyte.....	5,168	4,929	10,097	3,582	3,218	6,800	2,011	1,933	3,944	1,366	1,080	2,446	725	606	1,331	533	417	950
Manila.....	3,863	3,319	7,182	3,091	2,762	5,853	2,787	2,284	5,071	2,491	1,687	4,178	1,773	1,225	2,999	1,222	829	2,051
Marinduque.....	682	595	1,277	619	464	1,083	396	270	666	234	126	360	80	78	158	73	43	116
Mindoro.....	930	748	1,678	483	367	850	370	239	609	327	183	510	237	138	375	183	88	271
Misamis.....	2,624	2,708	5,332	1,669	1,644	3,313	926	1,016	1,942	667	578	1,245	394	326	720	263	208	471
Mountain.....	2,087	718	2,805	1,374	399	1,773	711	177	888	274	70	344	201	39	240	159	31	190
Nueva Ecija.....	2,941	2,683	5,624	2,402	1,908	4,310	1,677	1,132	2,809	1,082	633	1,715	787	413	1,200	592	297	889
Nueva Vizcaya.....	461	440	901	446	371	817	289	268	547	225	144	369	95	250	132	82	214	322
Occidental Negros.....	3,767	3,488	7,255	2,705	2,430	5,135	1,874	1,651	3,525	1,272	1,027	2,299	915	662	1,577	574	428	1,002

Oriental Negros	2,218	1,933	4,151	1,616	1,321	2,937	1,000	813	1,813	671	425	1,096	486	316	802	331	236	331	617
Palawan	1,026	654	1,680	703	411	1,114	460	269	729	308	143	451	198	43	241	128	53	181	181
Pampanga	2,944	2,165	5,109	2,018	1,270	3,238	1,244	806	2,050	877	441	1,318	575	254	829	481	175	656	656
Pangasinan	7,962	7,216	15,178	7,235	6,028	13,313	4,720	3,501	8,221	2,902	1,882	4,734	1,915	1,024	2,939	1,355	712	2,067	2,067
Philippine Nautical School																			
Philippine Normal School	62	59	121	68	69	137	59	64	123	66	66	132	24	17	41	39	15	54	54
P. S. A. T.?																		51	51
Rizal	2,845	2,470	5,315	2,187	1,720	3,907	1,664	1,094	2,758	989	656	1,595	704	428	1,132	510	275	785	785
Romblon	387	317	7,534	2,520	1,461	5,103	356	240	596	270	127	397	180	92	272	132	70	202	202
Samar	4,146	3,409	7,755	2,820	2,336	5,156	1,740	1,431	3,171	1,057	704	1,761	615	370	985	404	216	620	620
Sorsogon	3,316	2,744	6,060	2,082	1,778	3,858	1,221	1,023	2,244	1,699	477	1,176	507	277	784	227	175	402	402
Sulu	1,015	520	1,535	703	299	1,002	362	102	464	146	27	173	22	11	33	20	11	31	31
Surigao	957	869	1,826	681	622	1,303	362	283	645	180	133	313	134	80	214	74	44	118	118
Tarlac	2,263	1,915	4,283	1,658	1,344	3,002	1,202	818	2,020	947	479	1,426	621	273	894	458	202	660	660
Tayabas	2,342	2,162	4,504	1,947	1,711	3,658	1,222	939	2,161	803	551	1,354	461	294	755	384	212	596	596
Union	2,045	1,624	3,669	2,078	1,567	3,645	1,601	1,121	2,722	1,316	762	2,078	779	363	1,142	579	277	856	856
Zambales	1,041	882	1,923	862	735	1,597	696	586	1,282	438	304	742	371	207	578	240	153	393	393
Zamboanga	1,470	977	2,447	751	500	1,251	470	267	737	269	115	384	138	59	197	134	48	182	182
Total	119,584	96,984	216,518	86,850	68,181	155,031	53,232	42,571	100,903	38,966	24,799	63,765	25,046	14,648	39,694	18,100	10,368	28,463	28,463

¹ Central Luzon Agricultural School.

² Philippine School of Arts and Trades.

No. 6.—Promotions of Pupils—Continued

Division	From Seventh Grade to First Year			From First Year to Second Year			From Second Year to Third Year			From Third Year to Fourth Year			Over Fourth Year			Grand Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Abra.....	100	23	123	69	26	95	36	9	45	15	6	21				2,811	1,702	4,513
Aguilan.....	26	10	36	6	11	17										2,432	2,013	4,445
Albay.....	267	130	397	70	76	146	29	18	47	16	13	29	14	7	21	9,213	6,638	15,851
Antique.....	160	116	276	52	41	93	48	10	58	12	8	20	8	2	10	4,587	3,806	8,393
Bataan.....	81	40	121	38	19	57	35	3	38	18		18	15	3	18	2,870	2,084	4,954
Batanes.....	17	6	23	9	4	13	9		9							434	261	695
Batangas.....	459	240	699	150	31	181	75	17	92	53	18	71	27	6	33	8,415	5,538	13,953
Bohol.....	397	208	605	112	24	136	25	4	29	18	5	23	17	2	19	12,464	10,133	22,597
Bukidnon.....	33		33	20		20										1,639	1,015	2,654
Bulacan.....	435	220	655	30	32	122	46	22	68	30	10	40	36	15	51	8,698	6,187	14,885
Cagayan.....	279	167	446	125	52	177	61	19	80	35	16	51	19	6	25	9,496	7,495	16,991
Camagines.....	285	133	418	150	78	228	83	23	106	29	10	39	27	6	33	11,508	6,772	18,280
Capiz.....	319	229	548	85	52	137	31	20	51	18	10	28	25	9	34	8,844	7,124	15,968
Capite.....	287	171	458	74	39	113	41	30	71	33	16	49	18	6	24	6,192	4,908	11,100
Cebu.....	776	364	1,140	259	117	376	171	54	225	108	22	130	82	17	99	27,868	17,335	45,203
C. L. A. S. ¹	48	4	52	118		118	114		114	97		97	87		87	538	15	553
Corbato.....	26	7	33													3,276	847	4,123
Davao.....	517	346	863	328	198	526	188	111	299	115	55	170	111	45	156	3,057	1,408	4,465
Ilocos Norte.....	462	285	747	223	122	345	139	84	223	82	57	139	88	28	116	11,508	9,339	20,847
Ilocos Sur.....																10,878	7,510	18,388
Iloilo.....	542	325	867	209	149	358	105	52	157	76	32	108	53	31	84	17,023	13,899	30,922
Isabela.....	211	78	289	85	22	107	33	6	39	30	2	32				6,817	4,612	11,429
Laguna.....	434	250	684	143	58	201	75	19	94	63	22	85	34	10	44	9,352	7,488	16,840
Laos.....	26	14	40	16	3	19										3,513	943	4,426
Leyte.....	371	312	683	149	119	268	52	38	90	27	13	40	26	4	30	14,010	12,669	26,679
Manila.....	1,065	732	1,797	642	355	997	386	160	546	159	75	234	179	42	221	17,458	13,501	30,959
Marinduque.....	91	68	159	30	18	48	16	20	33							2,225	1,683	3,908
Mindoro.....	123	67	190	29	13	42	17	3	20	8		8				2,707	1,846	4,553
Misamis.....	107	89	196	17	8	25	17	4	21	7	2	9	7	2	9	6,598	6,585	13,183
Mountain.....	118	21	139	65	28	93	47	8	55	13	5	18	15	2	17	5,064	1,498	6,562
Nueva Ecija.....	398	179	565	124	64	188	72	13	85	40	9	49	26	6	32	10,129	7,337	17,466
Nueva Vizcaya.....	98	58	156	29	13	42	22	7	29	5	2	7	7	3	10	1,900	1,487	3,387
Occidental Negros.....	468	285	753	71	58	129	46	32	78	24	17	41	29	8	37	11,745	10,086	21,831
Oriental Negros.....	241	147	388	94	37	131	50	20	70	13	10	23	27	7	34	6,797	5,265	12,062
Palawan.....	64	19	83	38	15	53	13	5	18	8		8				2,946	1,612	4,558

Pampanga.....	325	103	429	131	44	175	75	17	92	43	11	54	38	5	43	8,752	5,291	14,043
Pangasinan.....	746	410	1,156	345	145	490	138	54	192	83	29	112	95	33	129	27,547	20,984	48,531
Philippine Nautical School.....										31		31	25		25	56		56
Philippine Normal School.....	32	13	45	141	231	422	32	86	118	71	72	143	43	64	112	642	806	1,448
P. S. A. T.:	64		64	183		183	96		96	43		43	43		43	502		1,502
Rizal.....	351	170	521	145	39	184	64	16	80	54	17	71	28	6	34	9,491	6,891	16,382
Romblon.....	89	54	143	26	13	39	14	8	22	11	2	13				2,497	1,784	4,281
Samar.....	305	144	449	112	24	136	50	10	60	20		20	19	2	21	11,238	8,846	20,134
Sarangani.....	145	86	231	65	24	89	43	11	54	8	3	11	9		9	8,322	6,596	14,918
Sulu.....	16	4	20	6	5	11										2,290	979	3,269
Surigao.....	42	22	64	6	6	12	6	4	10							2,442	2,063	4,505
Tarlac.....	317	112	429	191	58	249	77	17	94	57	8	65	33	9	47	7,984	5,235	13,169
Tayabas.....	343	182	525	78	33	111	42	20	62	31	6	57	33	2	35	7,686	6,112	13,798
Union.....	335	148	483	160	87	247	98	36	134	48	29	77	33	15	50	9,074	6,029	15,103
Zambales.....	204	126	330	99	36	135	36	6	42	30	3	33	23	5	28	4,040	3,043	7,083
Zamboanga.....	83	37	120	30	15	45	18	3	21	11		11	7	2	9	3,381	2,023	5,404
Total.....	12,738	6,959	19,697	5,446	2,716	8,162	2,875	1,092	3,967	1,693	615	2,308	1,426	410	1,836	370,956	269,293	640,249

1 Central Luzon Agricultural School.

2 Philippine School of Arts and Trades.

When compared with statistics for the school year 1920-21, the figures in Table 6 show the following increases in the number of pupils promoted from each grade:

Item	Primary				Intermediate				Secondary			
	Grade				Grade				Year			
	First	Second	Third	Fourth	Fifth	Sixth	Seventh		First	Second	Third	Fourth
Number of pupils promoted.....	15,615	26,608	17,126	8,730	4,572	4,620	2,964		2,536	999	284	298
Percentage of increase.....	8	21	20	16	13	19	18		46	34	14	19

No. 7.—Percentages of Pupils Promoted

A table showing, by divisions and for the Islands, the percentages, by grades and by sexes, of pupils promoted, based on annual enrolment and on number of pupils examined, for the school years 1920-21 and 1921-22.

Division	All Grades			First Grade				Second Grade				Third Grade			
	1921-22			1921-22		1920-21		1921-22		1920-21		1921-22		1920-21	
	Percentage Based on—			Percentage Based on—		Percentage Based on—		Percentage Based on—		Percentage Based on—		Percentage Based on—		Percentage Based on—	
	Annual Enrolment	Boys	Girls	Annual Enrolment	Boys	Girls	Annual Enrolment	Boys	Girls	Annual Enrolment	Boys	Girls	Boys	Girls	Number of Pupils Examined
Philippine Nautical School	90	90	100	88	89	91	69	88	94	73	75	86	83	96	87
Isabela	85	85	92	84	83	91	61	65	67	63	66	70	69	71	82
Lanao	77	85	79	73	75	74	48	37	33	50	39	63	74	57	64
Camarines	80	75	78	90	86	89	68	69	82	78	88	85	79	81	73
Philippine Normal School	78	79	78	84	86	85	74	86	72	86	87	90	86	77	91
Bataan	73	74	73	80	82	81	68	70	76	78	82	86	81	79	87
Manila	74	72	73	81	84	82	74	75	80	82	86	88	81	83	91
Sanar	70	71	71	80	81	80	49	71	80	85	89	84	79	87	88
Pangasinan	71	69	70	72	73	72	62	61	71	70	79	77	81	82	90
Cagayan	68	69	69	73	81	80	61	63	72	74	77	86	71	76	83
C. L. A. S. I.	68	88	69	86	100	86	78	71	70	85	87	89	68	68	89
Ilocos Norte	66	67	67	74	75	75	63	67	74	78	82	80	58	62	87
Rizal	67	67	67	75	75	75	61	60	71	70	83	74	76	74	88
Cebu	66	66	66	76	77	76	62	62	75	71	83	74	83	81	84
Albay	63	67	65	76	81	78	58	63	76	70	72	86	67	71	89
Laguna	63	68	65	75	79	77	58	63	70	63	68	75	65	70	77
Tarlac	65	63	64	74	73	74	59	57	69	74	73	80	61	64	85
Union	63	66	64	68	72	69	65	72	75	74	78	81	83	85	87
Pampanga	64	61	63	70	69	70	62	62	69	61	88	93	71	78	93
Agusan	59	65	62	55	58	56	44	52	44	42	62	64	47	50	63
Abra	59	65	61	68	72	69	57	56	66	77	79	90	66	73	52
Occidental Negros	60	61	76	78	77	77	67	68	71	80	82	79	66	75	89
							52	52	52	71	73	80	65	66	84
							54	54	66	80	82	84	74	74	80
							55	55	71	80	82	84	74	74	80
							56	56	71	80	82	84	74	74	80
							57	57	71	80	82	84	74	74	80
							58	58	71	80	82	84	74	74	80
							59	59	71	80	82	84	74	74	80
							60	60	71	80	82	84	74	74	80
							61	61	71	80	82	84	74	74	80
							62	62	71	80	82	84	74	74	80
							63	63	71	80	82	84	74	74	80
							64	64	71	80	82	84	74	74	80
							65	65	71	80	82	84	74	74	80
							66	66	71	80	82	84	74	74	80
							67	67	71	80	82	84	74	74	80
							68	68	71	80	82	84	74	74	80
							69	69	71	80	82	84	74	74	80
							70	70	71	80	82	84	74	74	80
							71	71	71	80	82	84	74	74	80
							72	72	72	80	82	84	74	74	80
							73	73	73	80	82	84	74	74	80
							74	74	74	80	82	84	74	74	80
							75	75	75	80	82	84	74	74	80
							76	76	76	80	82	84	74	74	80
							77	77	77	80	82	84	74	74	80
							78	78	78	80	82	84	74	74	80
							79	79	79	80	82	84	74	74	80
							80	80	80	80	82	84	74	74	80
							81	81	81	80	82	84	74	74	80
							82	82	82	80	82	84	74	74	80
							83	83	83	80	82	84	74	74	80
							84	84	84	80	82	84	74	74	80
							85	85	85	80	82	84	74	74	80
							86	86	86	80	82	84	74	74	80
							87	87	87	80	82	84	74	74	80
							88	88	88	80	82	84	74	74	80
							89	89	89	80	82	84	74	74	80
							90	90	90	80	82	84	74	74	80
							91	91	91	80	82	84	74	74	80
							92	92	92	80	82	84	74	74	80
							93	93	93	80	82	84	74	74	80
							94	94	94	80	82	84	74	74	80
							95	95	95	80	82	84	74	74	80
							96	96	96	80	82	84	74	74	80
							97	97	97	80	82	84	74	74	80
							98	98	98	80	82	84	74	74	80
							99	99	99	80	82	84	74	74	80
							100	100	100	80	82	84	74	74	80

Romblon.....	59	64	61	72	76	73	57	69	69	71	49	43	64	69	63	70	77	82	59	60	77	78	60	67	73	70	60	54	76	78
P. S. A. T. 1.....	61	61	83	64	69	66	83	58	55	58	52	54	59	61	57	66	62	77	56	62	65	63	66	63	69	72	62	65	74	75
Ilocos Sur.....	58	62	60	68	69	66	50	52	55	60	60	43	43	58	57	65	68	76	64	63	72	82	67	87	74	75	57	69	67	77
Iloilo.....	59	60	60	68	69	68	50	51	59	60	43	43	58	57	65	68	80	76	64	63	75	72	70	87	80	88	62	59	62	70
Sorsogon.....	58	62	60	70	72	75	74	47	53	60	41	44	52	58	58	81	83	66	73	66	73	71	78	62	83	80	65	65	73	74
Cavite.....	58	60	59	69	73	71	77	52	62	66	54	54	63	63	64	66	75	79	67	63	71	78	62	83	80	65	60	77	79	79
Nueva Vizcaya.....	58	60	59	74	79	77	76	79	49	50	55	52	84	86	73	60	64	72	64	60	72	71	63	63	77	63	66	75	77	77
Nueva Ecija.....	59	57	58	69	69	69	46	46	56	59	47	45	58	55	65	64	74	72	64	60	72	71	63	63	77	63	66	75	77	77
Capiz.....	56	58	57	66	70	68	48	50	60	63	54	59	68	72	66	68	73	80	70	73	74	80	59	64	72	76	64	64	74	77
Iloilo.....	55	60	57	72	75	74	47	53	65	69	38	42	58	62	61	65	76	81	43	48	69	76	58	61	78	79	41	48	68	71
Bohol.....	55	58	56	68	67	66	47	51	57	60	44	47	58	60	61	67	71	76	61	65	73	76	59	60	69	71	60	59	74	75
Mindoro.....	56	56	56	68	69	68	42	43	55	57	43	49	58	64	63	69	72	78	67	69	80	78	55	63	74	74	63	59	76	79
Zambales.....	56	57	56	63	63	64	47	46	58	55	47	46	58	55	71	77	66	69	84	74	77	70	73	97	68	76	79	38	79	85
Batangas.....	57	55	65	68	67	48	53	64	70	50	51	76	72	72	60	65	71	76	66	63	71	76	61	64	71	74	62	60	73	73
Palawan.....	55	55	53	61	69	60	42	44	55	45	47	47	56	71	57	75	72	71	88	83	65	67	74	76	72	74	76	66	66	65
Batanes.....	51	55	53	61	69	47	63	45	50	59	36	31	39	40	62	68	70	69	56	84	74	87	44	49	69	73	70	85	84	84
Davao.....	52	56	53	65	67	65	45	50	59	64	36	31	39	40	62	68	70	69	56	84	74	87	44	49	69	73	70	85	84	84
Misamis.....	50	54	52	62	66	64	40	46	52	57	39	41	54	57	59	61	70	71	56	82	71	81	58	64	69	73	64	61	80	78
Oriental Negros.....	51	49	50	75	85	73	38	38	60	57	49	51	64	65	63	60	90	89	78	72	86	82	58	59	85	88	72	75	85	87
Anique.....	46	54	49	58	67	62	41	44	52	59	53	59	65	71	51	61	62	76	63	74	71	84	51	61	66	76	62	73	71	83
Bukidnon.....	48	49	49	61	62	62	35	38	48	51	40	39	58	56	58	62	71	80	61	57	74	71	56	59	69	73	61	61	77	80
Marinduque.....	49	50	49	56	59	57	47	50	53	61	42	48	55	60	55	57	62	67	52	56	60	67	52	54	64	66	48	54	55	64
Tayabas.....	47	52	49	57	62	59	40	45	52	58	45	50	58	61	58	65	67	73	68	66	75	77	53	55	61	65	60	73	74	81
Zamboanga.....	42	44	43	49	54	52	33	34	42	42	36	38	45	48	51	61	62	68	61	69	67	74	55	65	65	83	62	67	62	70
Bukidnon.....	41	43	42	47	48	47	31	30	37	37	33	31	42	38	52	63	54	63	50	52	61	64	50	60	53	59	48	60	64	67
Mountain.....	44	38	42	55	45	52	36	30	47	37	37	34	48	44	52	50	59	55	59	65	67	70	50	52	62	58	53	71	64	82
Cotabato.....	38	37	41	51	45	50	34	21	43	35	33	37	38	45	56	63	65	73	71	71	76	71	55	63	66	76	73	80	77	61
Surigao.....	36	37	36	52	51	52	29	30	44	45	25	27	49	50	47	49	49	62	44	47	66	69	40	40	56	54	45	48	70	71
Sulu.....	31	34	31	43	38	41	29	37	32	44	31	19	34	23	44	53	47	63	71	45	69	47	48	63	53	73	52	49	59	60
Total.....	59	60	59	70	72	71	51	53	63	65	49	51	63	65	68	71	75	79	69	71	78	81	67	70	75	79	67	69	78	80

1 Central Luzon Agricultural School.

2 Philippine School of Arts and Trades.

No. 7.—Percentages of Pupils Promoted—Continued

Division	Fourth Grade				Fifth Grade				Sixth Grade				Seventh Grade			
	1921-22		1920-21		1921-22		1920-21		1921-22		1920-21		1921-22		1920-21	
	Percentage Based on—		Percentage Based on—		Percentage Based on—		Percentage Based on—		Percentage Based on—		Percentage Based on—		Percentage Based on—		Percentage Based on—	
	Num-ber of Pupils Enrol-Exam-ined		Num-ber of Pupils Enrol-Exam-ined		Num-ber of Pupils Enrol-Exam-ined		Num-ber of Pupils Enrol-Exam-ined		Num-ber of Pupils Enrol-Exam-ined		Num-ber of Pupils Enrol-Exam-ined		Num-ber of Pupils Enrol-Exam-ined		Num-ber of Pupils Enrol-Exam-ined	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Philippine Nautical School																
Isabela	83	89	91	61	64	71	81	78	87	94	89	94	93	90	86	88
Lanao	60	72	61	54	59	73	83	88	82	75	82	86	76	95	90	88
Camarines	65	71	71	64	72	71	81	95	82	83	86	94	77	89	92	97
Philippine Normal School	85	94	88	100	100	79	96	97	85	85	87	99	100	82	89	100
Bataan	73	70	79	81	86	87	95	69	71	82	78	86	100	60	67	78
Manila	90	82	86	89	91	87	73	80	77	76	80	71	79	68	70	77
Samar	71	88	61	80	63	77	64	60	65	74	62	64	85	69	85	84
Pangasinan	71	84	70	64	72	69	73	77	73	68	69	77	80	84	78	76
Cagayan	69	68	79	80	63	67	73	75	72	86	83	70	85	61	78	81
C. L. A. S. I.																
Ilocos Norte	54	53	62	60	59	62	61	63	59	65	100	54	100	79	100	96
Rizal	57	61	62	68	72	73	78	84	87	77	80	83	87	80	86	93
Cebu	63	63	76	73	63	68	76	78	68	66	75	73	82	74	87	91
Albay	59	58	65	70	60	64	71	77	60	67	69	61	71	73	76	89
Laguna	61	64	75	76	57	62	69	73	69	82	84	89	80	86	90	89
Tarlac	66	69	74	68	61	64	73	76	64	63	73	81	90	76	84	87
Union	66	66	70	71	84	80	90	88	48	44	53	48	47	40	81	79
Pampanga	61	68	68	63	49	46	54	52	75	77	84	88	59	65	78	88
Agusan	53	49	45	41	41	36	50	45	69	53	45	52	75	66	67	94
Abra	58	68	66	73	64	75	72	83	46	63	60	66	61	49	64	88
Occidental Negros	57	56	66	67	56	58	66	66	64	64	68	74	89	91	84	91
Romblon	54	52	70	65	61	60	97	78	60	66	71	85	57	69	76	87
P. S. A. I.																
Ilocos Sur	63	66	70	72	68	70	74	75	62	63	69	71	79	80	76	88

Iloilo.....	62	62	69	70	54	55	52	52	64	68	77	77	77	77	73	71	76	80	87	88	97	88	63	72	77	82	74	80	84	86	60	70	75	79	
Sorsogon.....	60	66	89	69	52	52	55	55	84	78	68	93	76	80	73	88	70	76	82	84	90	84	64	72	77	82	71	75	80	84	60	70	75	79	
Cavite.....	55	54	82	65	63	63	63	63	74	69	74	69	76	86	86	88	83	86	86	89	89	71	85	85	93	96	80	82	75	77	71	84	77	84	
Nueva Vizcaya.....	66	77	87	65	63	69	69	69	69	69	69	69	69	69	69	69	69	69	69	69	69	69	69	69	69	69	69	69	69	69	69	69	69	69	
Nueva Ecija.....	65	65	74	69	69	69	69	69	69	69	69	69	69	69	69	69	69	69	69	69	69	69	69	69	69	69	69	69	69	69	69	69	69	69	
Capiz.....	53	55	63	64	57	65	69	68	56	51	67	61	70	86	82	84	82	84	82	84	82	84	82	84	82	84	82	84	82	84	82	84	82	84	82
Leyte.....	56	61	71	74	45	51	61	68	62	69	80	84	53	73	73	73	73	73	73	73	73	73	73	73	73	73	73	73	73	73	73	73	73	73	
Bohol.....	56	59	65	73	55	55	69	68	66	65	77	83	72	73	73	73	73	73	73	73	73	73	73	73	73	73	73	73	73	73	73	73	73	73	
Mindoro.....	73	73	80	84	65	67	75	78	74	72	89	81	70	69	84	86	78	83	86	92	92	92	92	92	92	92	92	92	92	92	92	92	92	92	92
Zambales.....	52	53	47	47	66	64	72	73	71	67	62	61	72	76	87	87	68	78	86	71	85	81	85	81	85	81	85	81	85	81	85	81	85	81	
Batangas.....	50	54	64	58	63	68	71	79	45	41	52	46	65	70	74	75	51	52	56	57	70	86	80	91	89	78	74	81	81	74	83	86	89	89	
Palawan.....	60	65	63	66	63	69	66	57	50	65	49	75	76	80	78	53	60	69	91	69	85	74	90	80	82	86	81	86	61	86	74	83	86	89	
Batanes.....	41	54	63	82	35	37	77	75	58	52	93	76	64	75	81	83	63	67	91	93	81	83	85	83	83	83	83	83	83	83	83	83	83	83	
Davao.....	46	46	58	53	45	51	57	55	49	48	68	62	58	55	89	63	74	60	89	75	68	83	84	100	82	100	82	100	82	100	82	100	82	100	
Misamis.....	58	58	71	71	58	55	72	72	66	61	80	81	60	61	81	81	79	73	78	88	86	87	83	84	100	82	100	82	100	82	100	82	100	82	
Oriental Negros.....	53	49	76	70	71	71	83	83	60	61	81	80	79	78	94	91	69	66	88	83	81	78	82	92	96	76	74	95	94	87	86	94	93	93	
Antique.....	49	63	59	70	67	74	76	81	40	47	55	58	65	66	76	72	53	60	63	65	71	63	73	84	84	84	84	84	84	84	84	84	84	84	
Bulacan.....	53	53	64	65	59	57	72	74	58	61	70	71	61	68	77	70	79	77	85	77	85	77	85	89	94	81	86	83	83	83	83	83	83	83	
Marinduque.....	43	39	52	45	42	60	51	69	29	32	33	36	43	44	52	54	39	30	42	45	59	76	65	79	55	47	64	52	52	52	52	52	52	52	
Tayabas.....	40	39	47	43	61	51	63	65	40	46	51	58	46	43	82	49	50	58	62	69	46	56	65	65	62	63	77	74	85	47	62	55	64	64	
Zamboanga.....	45	49	55	58	52	64	53	72	55	53	66	68	60	57	79	78	76	72	86	86	86	68	74	78	73	85	80	90	90	76	69	98	48	48	
Bukidnon.....	40	51	48	52	31	47	45	54	47	49	78	53	69	73	85	80	69	74	92	83	76	68	74	78	73	85	80	90	90	76	69	98	48	48	
Mountain.....	40	48	48	54	42	59	55	74	57	50	70	53	67	68	84	72	69	54	82	63	76	69	81	76	71	53	80	90	90	76	69	98	48	48	
Cotabato.....	46	48	61	52	66	59	72	63	57	62	71	72	73	86	93	100	65	100	76	100	86	67	91	85	71	100	88	100	88	100	88	100	88	100	
Surigao.....	32	30	46	40	40	43	56	57	62	60	75	65	42	50	61	69	47	43	59	54	60	73	78	82	82	82	82	82	82	82	82	82	82	82	
Sulu.....	36	60	46	67	52	34	65	50	49	47	76	66	59	63	82	67	82	89	82	100	70	86	77	100	67	57	80	80	95	80	100	100	100	100	
Total.....	60	60	68	69	62	64	71	73	61	62	72	72	65	68	79	79	69	72	77	80	73	77	84	87	69	71	77	78	74	78	84	85	85	85	

1 Central Luzon Agricultural School.

2 Philippine School of Arts and Trades.

No. 7.—Percentages of Pupils Promoted—Continued

Division	First Year				Second Year				Third Year				Fourth Year			
	1921-22		1920-21		1921-22		1920-21		1921-22		1920-21		1921-22		1920-21	
	Percentage Based on—		Percentage Based on—		Percentage Based on—		Percentage Based on—		Percentage Based on—		Percentage Based on—		Percentage Based on—		Percentage Based on—	
	Annual Enrol-ment Exam-ined		Annual Enrol-ment Exam-ined		Annual Enrol-ment Exam-ined		Annual Enrol-ment Exam-ined		Annual Enrol-ment Exam-ined		Annual Enrol-ment Exam-ined		Annual Enrol-ment Exam-ined		Annual Enrol-ment Exam-ined	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Philippine Nautical School																
Isabela	85	99	98	100	62	72	75	80	77	86	94	100				
Iloilo	64	25	80	75												
Camarines	61	76	66	81	76	64	86	94	71	58	80	70				
Philippine Normal School	70	61	80	74	77	57	95	75	76	86	89	96				
Bataan	62	79	73	86	82	64	97	100	73	60	88	75				
Manila	56	58	63	67	45	39	55	51	71	73	86	89	63	71	70	88
Sanar	80	86	72	77	77	73	93	82	89	100	78	100	85	100	70	88
Pangasinan	58	50	62	53	45	44	60	55	69	73	75	83	62	56	78	81
Cagayan	57	55	67	65	61	76	74	87	70	61	77	73	82	93	89	100
C. L. A. S. ¹	56		80		55		97		66		81		77		93	
Ilocos Norte	74	62	80	70	59	52	74	56	76	75	80	87	69	85	74	65
Rizal	56	51	66	56	76	55	90	69	73	76	79	84	88	95	100	96
Cebu	52	57	62	64	57	67	85	80	77	87	75	74	84	80	80	100
Albay	40	64	52	70	62	65	73	75	52	58	58	64	95	91	86	76
Laguna	67	71	73	78	64	71	74	71	70	83	74	95	78	93	88	100
Tarlac	57	64	70	71	46	61	70	72	71	89	78	94	72	90	79	84
Union	48	54	54	60	49	41	61	48	66	64	76	78	66	77	85	94
Pampanga	58	54	66	59	60	64	72	67	81	74	86	89	77	88	86	90
Agusan	60	85	33	61	25	56	33									
Abra	50	70	60	70	63	79	76	96	60	69	68	81	81	90	96	100
Occidental Negros	46	64	62	77	35	66	42	72	68	71	72	76	54	75	71	79
Romblon	51	59	57	59	64	50	72	55	73	100	100	78	50	100	66	73
P. S. A. T. ²	65	85	46	46	46	65	70	82	77	89	89	73	61	74	65	66
Ilocos Sur	44	82	56	60	55	65	63	82	62	77	69	84	60	73	69	78

Iloilo	47	49	59	59	45	53	63	68	54	68	72	75	53	53	70	84	63	71	75	86	59	48	87	81	62	89	76	91	74	73	88	76	
Sorsogon	54	71	61	77	69	55	81	63	75	73	81	85	73	80	73	80	50	75	50	100	67	100	86	100	53	89	53	95	87	100	100	100	
Cavite	46	64	51	75	70	84	77	95	69	70	70	71	82	72	94	85	79	63	63	80	86	78	93	78	90	86	95	86	70	100	100	100	
Nueva Vizcaya	77	60	60	55	65	69	79	80	69	50	56	41	29	75	67	75	67	63	67	71	100	100	100	100	78	75	100	100	96	100	100	100	
Nueva Ecija	67	86	73	90	89	94	95	100	76	87	85	100	95	93	100	100	68	69	73	70	88	100	100	100	100	84	100	100	100	100	100	100	
Capiz	57	59	67	71	57	60	66	67	70	77	82	91	78	55	90	85	82	91	95	100	83	100	89	100	96	90	100	90	76	33	100	100	
Leyte	69	75	77	82	42	51	61	63	93	90	53	74	64	77	77	68	90	77	68	90	77	68	86	76	86	83	100	93	100	100	100	100	
Bohol	44	31	59	65	17	14	33	23	52	67	61	100	33	33	51	33	78	83	82	83	70	38	83	38	89	33	89	33	31	57	---	---	
Mindoro	71	76	76	100	83	100	89	100	89	60	94	75	100	100	100	100	80	80	89	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Zambales	79	62	72	60	66	72	78	84	73	60	67	50	82	67	84	100	81	100	77	100	94	77	100	87	82	100	82	100	87	50	91	100	
Batangas	55	47	63	52	73	75	88	86	63	61	68	63	80	81	89	95	77	96	84	95	81	85	86	100	96	86	100	100	78	81	92	90	
Palawan	45	94	48	94	47	57	55	57	57	100	65	100	65	---	---	---	---	---	73	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Batanes	47	57	90	80	54	100	74	100	82	---	100	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Davao	36	50	39	62	62	55	77	86	53	67	61	67	58	75	58	75	64	67	70	67	100	100	100	100	64	67	78	67	---	---	---	---	
Misamis	53	63	69	69	63	64	82	91	89	80	100	83	64	85	86	90	81	100	87	100	89	88	96	88	93	100	96	100	93	100	93	100	
Oriental Negros	45	61	53	68	71	68	80	81	72	77	73	77	52	77	61	83	43	89	44	89	58	100	61	100	62	100	67	100	67	---	---	---	
Antique	57	60	70	67	57	57	71	73	51	58	64	67	43	71	45	58	91	68	91	75	70	84	76	84	88	86	94	78	83	100	83	---	
Bulacan	65	65	75	72	41	54	52	62	95	72	95	81	22	50	67	75	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Marinduque	56	66	66	77	49	58	63	68	72	65	82	69	75	80	38	89	72	75	84	75	65	25	80	50	70	67	77	67	78	100	86	100	
Tayabas	61	79	75	94	62	57	70	57	78	75	95	75	73	67	73	100	85	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Zamboanga	62	90	78	90	68	57	81	73	67	100	77	100	75	100	86	100	87	100	93	100	93	100	100	100	94	67	100	100	100	100	100	100	
Bukidnon	21	37	28	50	20	67	29	77	50	40	50	67	44	50	50	50	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Cotabato	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Surigao	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Sulu	38	83	50	83	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Total	57	61	67	69	55	56	70	68	69	74	79	83	67	69	81	82	74	79	82	86	73	74	86	86	83	90	90	93	80	88	91	94	

1 Central Luzon Agricultural School.

2 Philippine School of Arts and Trades.

In Table 7, divisions are listed according to the percentages of pupils (of all grades) promoted, the percentages being figured on the basis of annual enrolment.

When compared with statistics for the previous year, the figures in Table 7 show (1) that there were increases in percentages of promotions in the first and third grades elementary and in the first, second, third, and fourth years secondary; (2) that the increases in the secondary years were larger than the increases in the elementary grades; (3) that 25 divisions reported higher percentages of promotions; and (4) that 24 divisions reported lower percentages of promotions.

No. 8.—*The Average Number of Pupils per Teacher*
 A table showing, by divisions and for the Islands, the average number of pupils per teacher, based on the monthly enrolment for September, 1922.

Division	Primary			Intermediate			Secondary			Total	
	Number of Pupils	Number of Teachers	Number of Pupils per Teacher	Number of Pupils	Number of Teachers	Number of Pupils per Teacher	Number of Pupils	Number of Teachers	Number of Pupils per Teacher	Number of Pupils Teachers	Number of Pupils per Teacher
Abra.....	5,718	146	39	1,289	38	34	320	8	40	7,327	192
Agusan.....	6,524	137	48	588	19	31	27	1	27	7,139	157
Albay.....	22,340	448	50	3,015	106	28	646	16	40	26,001	570
Antique.....	11,623	318	37	1,973	96	21	21	443	10	14,039	424
Bataan.....	5,665	122	46	1,067	37	29	189	4	47	6,941	163
Batanes.....	924	29	32	226	13	17	42	2	21	1,192	44
Batangas.....	18,770	464	40	3,629	185	20	773	20	38	23,172	669
Bohol.....	33,178	741	45	4,469	149	30	607	13	47	38,254	903
Bukidnon.....	4,854	97	50	331	16	21	38	1	38	5,223	114
Bulacan.....	25,152	489	51	3,623	138	26	496	12	41	29,271	639
Cagayan.....	20,285	492	41	3,787	119	32	661	14	47	24,738	625
Camarines Norte.....	4,365	85	51	650	24	27	152	8	51	5,167	112
Camarines Sur.....	15,724	322	49	2,696	95	28	690	13	53	19,110	430
Capiz.....	23,518	550	43	4,045	177	23	489	13	38	28,062	740
Cavite.....	14,514	313	46	2,892	107	27	486	11	44	17,892	431
Cebu.....	56,833	1,208	47	8,697	286	30	1,773	37	48	67,303	1,531
C. L. A. S. ¹	7,531	231	33	423	14	30	19	1	19	858	14
Cotabato.....	7,082	177	40	396	15	26	23	1	23	7,973	246
Davao.....	22,973	488	47	4,413	146	30	2,004	43	47	7,501	193
Ilocos Norte.....	23,667	480	49	4,844	157	31	1,694	38	45	29,390	677
Ilocos Sur.....	42,141	821	51	6,609	230	29	1,398	33	42	30,205	675
Iloilo.....	11,921	235	51	2,173	46	47	453	7	65	50,148	1,084
Isabela.....	22,497	467	48	4,296	179	24	719	19	38	14,547	288
Laguna.....	6,425	133	48	433	13	33	58	2	29	27,511	665
Lanao.....	44,198	809	55	4,874	152	32	915	23	40	6,916	148
Leyte.....	31,126	724	43	11,295	306	37	3,945	92	40	49,987	984
Manila.....	6,491	125	52	1,108	31	36	198	6	43	46,366	1,122
Marinduque.....	5,757	124	46	634	20	32	67	2	33	7,797	162
Masbate.....	6,718	168	40	1,153	57	20	144	6	24	6,458	146
Mindoro.....	6,718	168	40	1,153	57	20	144	6	24	8,015	231

Misamis.....	22,519	427	53	2,298	64	36	139	5	28	24,956	496	50
Mountain.....	7,581	310	24	8,873	30	29	341	14	24	8,796	354	25
Nueva Ecija.....	25,218	585	47	3,839	115	33	684	14	45	29,691	664	45
Nueva Vizcaya.....	4,096	122	34	3,907	14	65	261	9	29	5,264	145	36
Occidental Negros.....	32,047	577	56	5,233	161	32	596	13	45	37,876	751	54
Oriental Negros.....	17,698	416	43	2,788	110	25	538	16	34	21,024	542	39
Palawan.....	6,118	177	35	834	30	28	167	5	33	7,119	212	33
Pampanga.....	20,777	413	50	3,058	121	25	738	17	43	24,573	551	45
Pangasinan.....	56,184	1,020	55	10,708	397	27	2,044	50	41	68,936	1,467	47
Philippine Nautical School.....							57	3	19	57	3	19
Philippine Normal School.....	571			243			890	54	16	1,704	54	32
P. S. A. T. ¹				162	19	9	769	9	67	769	28	27
Rizal.....	21,091	434	49	3,592	120	30	629	13	48	25,312	567	45
Romblon.....	6,093	157	39	951	42	23	189	10	19	7,233	209	35
Samar.....	23,087	502	46	3,226	115	28	443	14	32	26,756	631	42
Sorsogon.....	16,550	292	57	1,784	56	32	303	6	50	18,637	354	53
Sulu.....	9,088	162	56	265	13	20	28	2	14	9,381	177	53
Surigao.....	11,582	237	49	888	30	30	85	2	42	12,555	269	47
Tarlac.....	16,135	333	41	3,200	106	30	740	16	46	20,075	515	39
Tayabas.....	23,654	498	47	3,259	131	25	503	12	42	27,416	641	43
Union.....	17,277	367	47	5,105	155	33	943	22	43	23,325	544	43
Zambales.....	9,453	214	44	1,803	56	32	318	8	40	11,574	278	42
Zamboanga.....	10,890	268	41	966	33	29	181	4	45	12,037	305	39
Total.....	866,223	18,464	47	141,819	4,891	29	31,511	781	40	1,039,553	24,136	43

¹ Second-grade pupils and first-year students were on vacation in September, 1922; therefore, October, 1922, enrolment is used.

² Central Luzon Agricultural School.

³ Philippine School of Arts and Trades.

In September, 1921, the average number of pupils per teacher in the primary grades was 47; in the intermediate grades, 28; and in the secondary schools, 36.

No. 9.—*Classification of Teachers*

A table showing, by divisions and for the Islands, the number of American, Insular, provincial, and municipal teachers on duty at the close of the school year 1921-22.

[illegible]

Manila.....	7	1	11	5	33	1	1	6	52	58	4	3	16	18	11	6	1	1	1	32	28	60						
Marinduque.....																				6	4	10						
Mindoro.....				1				1	2	2	1	1	2	2	2	3	1	1	3	19	3	23						
Misamis.....				3				4			2	1	7	2	3	1	1	1	7	21	2	22						
Mountain.....				4	2			1	5	2	7				1		1	1	8	11	11							
Nueva Ecija.....	1	1	2	3				1	3	8	3	2	4	4	5	2	1	1	9	23	8	31						
Nueva Vizcaya.....			3	3				1	3	3					1		1	1	5	1	9							
Occidental Negros.....			1	4			1	2	4	6	1		21	9	4	1	1	13	41	9	50							
Oriental Negros.....			1	4					5	5			8	6	5	4	1	1	9	24	11	35						
Palawan.....											3	1	16	4	4			6	30	1	31							
Pampanga.....	1			2	4			2	5	7	9	1	13	4	5	1	1	1	9	38	9	47						
Pangasinan.....			4	9				4	9	13	2		34	7	12	3	2	2	19	71	11	82						
Philippine Nautical School.....			2	1				2	1	3					15	16		1	15	16	31							
Philippine Normal School.....			1	26			1	2	26	28					3			1	26		26							
P. S. A. T.:	1		1	4		1	1	2	5	7			22															
Rizal.....			2	4				2	4	6	2		11	3	5		1	1	7	27	3	30						
Romblon.....			3	2	1			4	2	6	1		6	1	5	2	1	1	5	18	3	21						
Samar.....			3	1				3	1	4	1		21	9	2		2	1	16	42	10	52						
Sorsogon.....			3	1				3	1	4	1		9	4	3	1	1	2	29	5	34							
Sulu.....								3	3									1	13									
Surigao.....			1					2	2	2	8		8	4	1	1	1	1	7	26	5	31						
Tarlac.....			4	3				4	3	7	6		8	1	3	2	1	1	9	28	3	31						
Tayabas.....			2	3				2	3	5	1		12	4	5	1	1	1	12	32	5	37						
Union.....			3	6				3	6	9			15	2	6	2	1	1	10	33	5	38						
Zamboanga.....													11	2	8	1	1	1	8	29	2	31						
Zamboanga.....			1	3				3	4	3	7							1	1			1						
General Office.....							1	4	1	4	5							8	33	33	41							
Total.....	11	3	16	90	179	1	3	4	4	36	134	213	347	68	16	451	172	203	101	33	5	50	47	382	7	1,187	348	1,535

2 Philippine School of Arts and Trades.

1 Central Luzon Agricultural School.

No. 9.—Classification of Teachers—Continued

Division	Filipino Provincial										Filipino Municipal										Grand Total																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																															
	Primary		Inter-mediate		Secondary		Industrial Supervisors		Supervising		Total		Primary		Inter-mediate		Secondary		Academic Supervisors					Industrial Supervisors		Supervising		Total		Men	Women	Total																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																				
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	62	15	118	50	32	10	4	1	10	226	76	302	10,411	7,686	2,517	1,121	22	13	2	4	5	2	47	3	13,004	8,829	21,833	14,551	9,466	24,017
Nueva Ecija.....				1	1						1	2	347	179	70	34									417	213	630	444	227	671
Nueva Vizcaya.....											21	7	56	42	14	2									70	44	114	102	52	154
Occidental Negros.....	6	3	10	3	4	1	1						2	28																
Oriental Negros.....	2	2									2	4	277	252	77	37									354	289	643	399	304	703
Palawan.....	4	1	1	2							1	5	120	170	56	1									127	83	160	162	37	199
Pangasinan.....											6	4	266	155	53	19									279	174	463	325	192	517
Philippine Naval School.....											12	3	609	392	169	87									778	479	1,257	865	502	1,367
Philippine Normal School.....																												2	1	3
P. S. A. T. ¹																												17	42	59
Rizal.....	2										2	2	170	255	76	20									246	275	521	277	282	559
Romblon.....											7	3	86	69	16	7									102	76	178	127	82	209
Samar.....											352	184	352	184	58	21									410	205	615	456	217	673
Sarangani.....											246	159	28	8	1										275	167	442	311	176	487
Sorsogon.....											4	3	7												151	39	190	154	39	193
Sulu.....											140	36	8																	
Surigao.....	10										10	1	155	63	12	4									167	67	234	205	73	278
Tarlac.....	2										6	2	8	265	122	21									332	143	475	370	151	591
Tayabas.....	1										321	2	321	196	109	30									430	226	656	466	234	700
Union.....											1	1	2	135	79	31									284	166	450	321	178	469
Zambales.....	2										3	3	111	103	36	9									147	112	259	179	114	238
Zamboanga.....	2	1	4	3	1	1	1				2	10	5	15	182	58	6	2							207	64	271	222	72	294
General Office.....																												9	37	46
Total.....	62	15	118	50	32	10	4	1	10	226	76	302	10,411	7,686	2,517	1,121	22	13	2	4	5	2	47	3	13,004	8,829	21,833	14,551	9,466	24,017

1 Central Luzon Agricultural School.

2 Philippine School of Arts and Trades.

When compared with statistics for March, 1921, the figures in Table 9 show (1) an increase of 3,092 in the total number of teachers; (2) an increase of 2,966 in the number of Filipino municipal teachers; (3) an increase of 52 in the number of Filipino provincial teachers; (4) an increase of 42 in the number of Filipino Insular teachers; (5) an increase of 32 in the number of American teachers; (6) an increase of 2,896 in the number of Filipino teachers (of all classes) assigned to elementary schools; (7) an increase of 78 in the number of Filipino Insular teachers assigned to secondary schools; (8) an increase of 25 in the number of American teachers assigned to secondary schools; (9) an increase of 42 in the number of Filipino supervising teachers; and (10) an increase of 7 in the number of American supervising teachers.

The rate of increase in the total number of teachers was 15 per cent; in the number of Filipino municipal teachers, 16 per cent; in the number of Filipino provincial teachers, 21 per cent; in the number of Filipino Insular teachers, 3 per cent; in the number of American teachers, 10 per cent; in the number of Filipino teachers (of all classes) assigned to elementary schools, 15 per cent; in the number of Filipino Insular teachers assigned to secondary schools, 35 per cent; in the number of American teachers assigned to secondary schools, 10 per cent; in the number of Filipino supervising teachers, 10 per cent; in the number of American supervising teachers, 24 per cent.

No. 10.—*Attainments of Filipino Teachers*

A table showing, by divisions and for the Islands, the scholastic attainments of all Filipino teachers employed during the school year 1921-22.

Division	Attainments							Examinations											
	Under Second Year	Percentage Under Second Year	Second Year	Third Year	Fourth Year	High-School Graduates	Philippine School of Arts and Trades	Philippine Normal School Graduates	A. B., University of the Philippines	High-School Teachers' Certificates	B. S. in Education, University of the Philippines	United States Normal Graduates	Bachelor's Degree, United States	All Others	Total	Qualified Any Teacher Examination of Junior Grade	Qualified Senior Teacher Examination	Qualified Assistant Examination	Total
C. L. A. S. I.	2	6	2	2	2	1	2	8	2	4	3	1	1	2	9	1	2	—	3
Philippine Normal School	147	16	165	124	40	153	14	239	11	26	11	1	1	4	31	41	4	1	189
Manila	41	23	76	31	5	14	1	8	—	2	—	—	—	—	180	13	147	—	13
Abra	44	29	66	24	3	10	2	1	—	—	—	—	—	—	151	6	—	—	7
Nueva Vizcaya	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Ilocos Norte	241	35	238	77	13	58	4	36	3	2	2	—	—	12	686	42	4	—	46
Ilocos Sur	241	35	200	77	18	91	1	26	2	2	—	1	—	1	660	21	4	—	25
P. S. A. T. I.	11	42	2	2	2	—	4	3	2	—	—	—	—	—	26	1	4	—	5
Union	209	43	119	67	23	45	1	19	2	1	1	—	—	3	490	17	1	—	21
Batanes	21	44	16	7	—	—	1	3	—	—	—	—	—	—	48	4	—	—	4
Davao	90	45	75	21	3	4	1	—	2	—	1	—	1	—	198	5	—	—	5
Tarlac	248	48	114	42	12	73	6	16	—	2	1	—	—	6	514	21	5	—	26
Camarines	267	49	174	38	8	39	3	10	1	2	—	—	—	—	548	18	5	1	24
Nueva Ecija	328	49	149	75	22	59	2	18	1	2	1	—	1	5	663	8	1	—	25
Cotabato	132	51	77	20	15	7	2	4	1	—	—	—	—	—	257	1	2	—	9
Iloilo	563	52	267	85	31	106	1	14	2	2	1	1	—	3	1,076	35	4	—	39
Pangasinan	722	53	313	98	32	122	4	46	2	2	1	—	—	14	1,354	30	5	—	35
Zambales	145	53	59	25	8	32	2	17	2	—	1	1	1	1	293	7	3	1	11
Pampanga	274	54	102	42	12	41	2	27	5	4	—	—	—	—	510	17	9	—	26
Zamboanga	154	54	64	34	7	20	1	6	—	1	—	—	—	—	287	7	2	—	9
Isabela	156	55	53	24	14	22	1	10	1	1	—	—	1	3	286	4	4	—	8
Bataan	90	56	32	14	6	11	2	5	1	—	1	—	—	—	162	6	4	—	10
Lanao	93	57	54	6	4	4	1	—	—	—	—	—	—	1	163	1	—	—	1
Leyte	530	57	235	68	19	56	3	14	3	1	2	—	1	—	933	15	5	—	20
Mountain	204	57	96	28	5	11	8	12	1	—	—	—	—	—	360	7	3	—	10

No. 11.—Average Monthly Salaries of Filipino Insular Teachers

A table showing, by divisions and for the Islands, the number of Filipino Insular teachers, regular and temporary, and their average monthly salaries, March, 1922.

Division	Regular		Temporary		Total	
	Number of Teachers	Average Salary	Number of Teachers	Average Salary	Number of Teachers	Average Salary
Abra	17	P84.71	1	P75.00	18	P84.17
Albay	18	90.83	6	75.83	24	87.08
Antique	24	107.29	8	69.38	32	97.81
Bataan	18	99.07	—	—	18	99.07
Batanes	4	92.50	3	71.67	7	83.57
Batangas	35	104.05	4	106.25	39	104.27
Bohol	37	94.23	20	68.50	57	85.20
Bulacan	42	94.33	4	77.50	46	92.86
Cagayan	34	91.03	5	59.00	39	86.92
Camaringes	34	105.44	5	96.00	39	104.23
Capiz	29	101.78	7	87.14	36	98.94
Cavite	28	97.14	2	82.50	30	96.17
Cebu	39	102.99	30	74.17	69	90.46
C. L. A. S. ¹	3	108.33	6	90.00	9	96.11
Cotabato	1	200.00	—	—	1	200.00
Davao	1	125.00	—	—	1	125.00
General Office	9	93.22	32	68.13	41	73.63
Ilocos Norte	30	96.67	3	91.66	33	96.21
Ilocos Sur	40	99.40	1	75.00	41	98.80
Iloilo	53	89.06	12	73.50	65	86.18
Isabela	17	100.39	9	85.56	26	95.26
Laguna	30	92.97	—	—	30	92.97
Lanao	—	—	1	110.00	1	110.00
Leyte	37	97.52	22	78.86	59	90.56
Manila	50	107.97	10	78.27	60	103.02
Marinduque	9	82.23	1	70.00	10	81.00
Mindoro	18	99.72	4	95.00	22	98.86
Misamis	8	97.50	15	76.00	23	83.48
Mountain	7	94.28	4	97.50	11	95.45
Nueva Ecija	24	110.00	7	97.38	31	107.15
Nueva Vizcaya	3	90.00	6	95.83	9	93.89
Occidental Negros	25	95.93	25	80.60	50	88.27
Oriental Negros	22	100.23	13	85.00	35	94.57
Palawan	22	94.77	9	66.11	31	86.45
Pampanga	47	99.82	—	—	47	99.82
Pangasinan	77	89.68	5	73.50	82	88.69
Philippine Normal School	24	108.17	7	65.00	31	98.42
P. S. A. T. ²	11	102.73	15	87.33	26	93.85
Rizal	30	105.72	—	—	30	105.72
Romblon	16	112.56	5	88.00	21	106.71
Samar	24	100.00	28	70.71	52	84.23
Sorsogon	20	105.08	14	84.29	34	96.52
Surigao	15	101.00	16	68.90	31	84.44
Tarlac	31	99.52	—	—	31	99.52
Tayabas	34	94.41	3	83.00	37	93.51
Union	34	94.85	4	75.00	38	92.76
Zambales	29	100.04	2	90.00	31	99.39
Zamboanga	1	110.00	—	—	1	110.00
Total	1,161	98.42	374	77.66	1,535	93.36

¹ Central Luzon Agricultural School.

² Philippine School of Arts and Trades.

When compared with statistics for March, 1921, these figures show (1) an increase of P8.50 in the average monthly salary of regular Filipino Insular teachers; (2) an increase of P8.04 in the average monthly salary of temporary Filipino Insular teachers; (3) an increase of P9.14 in the average monthly salary of all Filipino Insular teachers, both regular and temporary.

The rate of increase in the average monthly salary of regular Filipino Insular teachers was 9 per cent; in the average monthly salary of temporary Insular teachers, 12 per cent; in the average monthly salary of all Filipino Insular teachers, both regular and temporary, 11 per cent.

No. 12.—Average Monthly Salaries of Filipino Municipal Teachers

A table showing, by divisions and for the Islands, the number of municipal teachers, regular and temporary, and their average monthly salaries, March, 1922.

Division	Regular		Temporary		Total	
	Number of Teachers	Average Salary	Number of Teachers	Average Salary	Number of Teachers	Average Salary
Abra	123	P38.57	39	P36.23	162	P38.01
Agusan	139	48.24	43	39.33	182	46.13
Albay	522	38.22	23	39.91	545	38.29
Antique	268	40.41	138	33.99	406	38.23
Bataan	116	43.44	28	36.54	144	42.09
Batanes	22	36.32	19	34.47	41	35.46
Batangas	425	42.34	209	35.92	634	40.22
Bohol	624	35.90	230	34.16	854	35.45
Bukidnon	48	72.66	74	53.16	122	60.82
Bulacan	396	42.12	138	34.69	534	40.20
Cagayan	262	40.19	274	32.61	536	36.31
Camarines	446	47.26	63	41.60	509	46.56
Capiz	491	38.53	204	32.88	695	36.87
Cavite	280	42.21	126	35.61	406	40.15
Cebu	1,052	43.92	403	35.26	1,455	41.52
Cotabato	250	48.91	6	51.67	256	48.97
Davao	193	53.51	4	55.00	197	53.54
Ilocos Norte	515	37.10	138	37.08	653	37.10
Ilocos Sur	373	43.24	246	38.38	619	41.31
Iloilo	804	44.25	207	36.59	1,011	42.68
Isabela	208	44.34	52	37.66	260	43.01
Laguna	383	46.10	224	40.22	607	43.93
Lanao	127	51.42	35	39.49	162	48.84
Leyte	321	42.95	553	34.88	874	37.87
Manila	353	89.46	521	67.00	874	76.07
Marinduque	137	37.44	18	34.11	155	37.05
Mindoro	118	39.93	88	38.40	206	39.28
Misamis	228	39.26	248	34.87	476	36.97
Mountain	287	50.48	62	48.51	349	50.13
Nueva Ecija	322	49.07	310	41.86	632	45.53
Nueva Vizcaya	78	37.34	64	36.83	142	37.17
Occidental Negros	362	41.78	285	41.67	647	41.73
Oriental Negros	508	39.75	18	49.44	526	40.08
Palawan	96	41.27	72	35.15	168	38.65
Pampanga	419	49.98	44	37.27	463	48.77
Pangasinan	830	40.88	442	34.73	1,272	38.74
Rizal	521	44.03	2	50.00	523	44.06
Romblon	59	40.42	129	35.28	188	36.90
Samar	389	41.90	226	36.97	615	40.09
Sorsogon	221	49.51	228	35.72	449	42.51
Sulu	188	55.15	2	30.00	190	54.89
Surigao	159	39.38	86	39.02	245	39.26
Tarlac	407	40.24	76	34.45	483	39.33
Tayabas	484	46.13	174	41.29	658	43.33
Union	367	40.81	85	37.82	452	40.25
Zambales	179	37.15	83	22.80	262	32.60
Zamboanga	237	48.55	49	40.40	286	47.15
Total	15,337	44.11	6,788	39.10	22,125	42.57

When compared with statistics for March, 1921, these figures show (1) an increase of P0.67 in the average monthly salary of regular Filipino municipal teachers; (2) an increase of P1.25 in the average monthly salary of temporary Filipino municipal teachers; (3) an increase of P0.85 in the average monthly salary of all Filipino municipal teachers, both regular and temporary.

The rate of increase in the average monthly salary of regular Filipino municipal teachers was 2 per cent; in the average monthly salary of temporary municipal teachers, 3 per cent; in the average monthly salary of all Filipino municipal teachers, both regular and temporary, 2 per cent.

No. 13.—Percentages of Filipino Municipal Teachers Receiving Certain Monthly Salaries

A table showing, by divisions and for the Islands, the percentages of Filipino municipal teachers receiving certain salaries as fixed by 1923 budgets.

Division	Per Cent Receiving P40 or More	Less than P40			P40 to P44.99			P45 to P49.99			P50 to P54.99			P55 to P59.99			P60 to P64.99			P65 to P69.99			P70 and More			Total Number of Filipino Municipal Teachers
		Num-ber of Teach-ers	Per-cent-Teach-ers	Num-ber of Teach-ers	Per-cent-Teach-ers	Num-ber of Teach-ers	Per-cent-Teach-ers	Num-ber of Teach-ers	Per-cent-Teach-ers	Num-ber of Teach-ers	Per-cent-Teach-ers	Num-ber of Teach-ers	Per-cent-Teach-ers	Num-ber of Teach-ers	Per-cent-Teach-ers	Num-ber of Teach-ers	Per-cent-Teach-ers	Num-ber of Teach-ers	Per-cent-Teach-ers	Num-ber of Teach-ers	Per-cent-Teach-ers	Num-ber of Teach-ers	Per-cent-Teach-ers	Num-ber of Teach-ers	Per-cent-Teach-ers	
Camarines Norte.....	100	---	---	58	53.2	18	16.5	13	11.9	4	3.7	14	12.9	1	.9	1	.9	1	.9	1	.9	1	.9	1	.9	109
Manila.....	100	---	---	95	29.7	114	35.6	42	13.1	3	.2	187	16.6	6	1.9	924	82.1	6	1.9	6	1.9	6	1.9	6	1.9	1,126
Mountain.....	100	1	.3	411	64.5	65	10.2	70	11.0	40	12.5	16	5.0	6	1.9	6	1.9	6	1.9	6	1.9	6	1.9	6	1.9	320
Nueva Ecija.....	100	1	.2	375	53.6	171	24.4	97	13.9	20	3.1	38	6.0	7	1.0	19	3.0	7	1.0	2	.3	2	.3	2	.3	637
Occidental Negros.....	100	---	---	365	59.6	121	19.8	57	9.3	34	5.6	18	2.9	4	.7	13	2.1	4	.7	13	2.1	4	.7	13	2.1	612
Tayabas.....	96	5	4.2	29	14.4	87	18.4	48	23.9	10	8.5	22	18.7	10	8.5	20	16.9	10	8.5	20	16.9	10	8.5	20	16.9	118
Bukidnon.....	96	8	4.0	241	45.5	102	19.2	63	11.9	32	6.0	22	4.2	11	2.1	21	3.9	11	2.1	21	3.9	11	2.1	21	3.9	201
Davao.....	93	13	6.6	17	8.6	44	22.2	44	22.2	22	11.1	14	7.0	19	9.6	25	12.7	19	9.6	25	12.7	19	9.6	25	12.7	530
Rizal.....	93	13	6.6	17	8.6	44	22.2	44	22.2	22	11.1	14	7.0	19	9.6	25	12.7	19	9.6	25	12.7	19	9.6	25	12.7	198
Sulu.....	92	13	8.4	28	18.2	41	26.6	38	24.7	13	8.4	9	5.9	4	2.6	8	5.2	4	2.6	8	5.2	4	2.6	8	5.2	154
Lanao.....	91	37	9.2	135	33.7	110	27.4	75	18.7	29	7.2	10	2.5	1	.3	4	1.0	1	.3	4	1.0	1	.3	4	1.0	401
Camarines Sur.....	90	52	10.1	86	16.7	51	9.9	150	29.2	83	16.2	53	10.3	24	4.7	15	2.9	24	4.7	15	2.9	24	4.7	15	2.9	514
Pampanga.....	88	42	17.1	51	20.8	70	28.6	44	18.0	11	4.5	8	3.3	1	.4	13	7.3	1	.4	13	7.3	1	.4	13	7.3	245
Cotabato.....	80	32	20.0	67	41.9	40	25.0	10	6.3	6	3.7	1	.6	3	1.9	1	.6	3	1.9	1	.6	3	1.9	1	.6	160
Agusan.....	79	112	20.7	172	31.8	134	24.8	32	5.9	40	7.4	28	5.2	14	2.6	9	1.6	14	2.6	9	1.6	9	1.6	9	1.6	541
Albay.....	75	47	25.4	64	34.6	37	24.3	8	4.3	3	1.6	17	9.2	4	2.6	5	3.3	4	2.6	5	3.3	5	3.3	5	3.3	185
Palawan.....	74	40	26.3	37	24.3	24	15.8	17	11.2	17	11.2	8	5.3	4	2.6	5	3.3	4	2.6	5	3.3	5	3.3	5	3.3	152
Bataan.....	69	187	30.6	268	42.4	338	11.1	32	5.2	46	7.5	33	8.3	9	1.4	3	1.5	9	1.4	3	1.5	3	1.5	3	1.5	611
Iloilo.....	65	353	35.0	338	33.5	91	9.0	112	11.1	46	4.6	33	3.3	21	2.1	14	1.4	21	2.1	14	1.4	14	1.4	14	1.4	1,008
Batangas.....	62	248	37.9	212	32.4	73	11.2	72	11.0	29	4.4	10	1.5	3	.5	7	1.1	3	.5	7	1.1	7	1.1	7	1.1	654
Zamboanga.....	61	118	39.4	52	17.3	35	11.7	49	16.3	10	3.3	10	3.3	11	3.7	15	5.0	11	3.7	15	5.0	15	5.0	15	5.0	300
Laguna.....	60	251	39.5	154	24.3	66	10.4	86	13.5	43	6.8	18	2.8	7	1.1	10	1.6	7	1.1	10	1.6	10	1.6	10	1.6	635
Sorsogon.....	60	133	39.5	53	15.7	48	14.2	48	14.2	19	5.6	12	3.6	8	2.4	16	4.8	8	2.4	16	4.8	16	4.8	16	4.8	337
Ilocos Sur.....	59	251	40.6	174	28.1	38	6.1	104	16.8	34	5.6	15	2.4	2	.3	1	.2	2	.3	1	.2	1	.2	1	.2	619
Ilocos Sur.....	59	251	40.6	174	28.1	38	6.1	104	16.8	34	5.6	15	2.4	2	.3	1	.2	2	.3	1	.2	1	.2	1	.2	619
Isabela.....	57	116	43.1	57	21.2	48	17.9	27	10.0	8	3.0	10	3.7	1	.4	2	.7	1	.4	2	.7	2	.7	2	.7	269
Cavite.....	54	137	46.2	81	20.0	51	12.6	34	8.4	25	6.2	17	4.2	5	1.2	5	1.2	5	1.2	5	1.2	5	1.2	5	1.2	405
Bulacan.....	51	239	49.4	130	21.5	38	16.2	42	7.0	25	4.1	9	1.5	2	.3	2	.7	2	.3	2	.7	2	.3	2	.7	606

Pangasinan	50	726	50.1	357	24.7	123	8.8	95	6.6	35	2.4	83	5.7	13	1.2	5	.5	1,447
Cebu	48	742	51.6	283	19.7	164	11.4	117	8.1	76	5.3	31	2.2	13	.9	11	.8	1,437
Tarlac	45	265	55.1	92	19.1	30	6.2	64	13.3	19	4.0	5	1.1			6	1.2	481
Union	44	234	56.2	97	19.2	90	17.8	23	4.6	8	1.6	2	.4					505
Masbate	42	80	58.0	24	17.4	12	8.7	6	4.3	5	3.6	4	2.9			5	3.6	138
Capiz	40	421	59.5	118	16.7	82	11.5	42	6.0	14	2.0	17	2.4			11	1.6	707
Cagayan	39	364	61.3	105	17.7	69	11.6	32	5.4	14	2.3	8	1.3			1	.2	594
Oriental Negros	39	322	61.2	90	17.1	41	7.8	26	5.0	7	1.3	37	7.0			4	.2	526
Antique	36	254	64.5	100	25.5	18	4.6	13	3.3	4	1.0	1	.3			2	.5	392
LeYTE	35	607	64.5	185	17.5	79	8.4	65	6.9	19	2.0	4	.4			3		942
Ilocos Norte	34	411	65.8	53	8.5	81	13.0	13	2.1	41	6.5	10	1.6			14	2.2	625
Mindoro	34	134	66.3	32	15.8	22	10.9	12	6.0	2	1.0							202
Surigao	33	161	66.8	36	14.9	23	9.6	17	7.1	2	.8	2	.8					241
Zambales	33	168	66.7	41	16.2	21	8.3	11	4.4	3	1.2	6	2.4			1	.4	252
Romblon	29	130	69.5	27	14.4	14	7.5	11	5.9	1	.5	2	1.1			2	1.1	187
Abra	28	118	72.1	34	20.7	9	5.5	3	1.8									164
Marinduque	22	115	78.2	14	9.5	4	2.7	7	4.8	7	4.8							147
Nueva Vizcaya	22	90	78.3	15	13.1	5	4.3	2	1.7	3	2.6							115
Misamis	18	388	81.7	62	13.1	17	3.6	5	1.0	3	.6							475
Bohol	11	765	83.4	62	7.2	22	2.6	7	.8									856
Batanes	8	33	91.7	2	5.5	1	2.8											36
Total	60	9,162	40.2	5,554	24.3	2,760	12.1	2,007	8.8	988	4.3	855	3.8	251	1.1	1,238	5.4	22,815

The figures below give some idea of the difference between the salaries of municipal teachers on duty in January, 1922, and the salaries of municipal teachers on duty in January, 1923:

Percentage of teachers receiving—

January, 1922	January, 1923
Less than ₱40.....	39.2
₱40 to ₱44.99.....	40.2
₱45 to ₱49.99.....	27.1
₱50 to ₱54.99.....	12.8
₱55 and more.....	12.1
	7.9
	14.6

In January, 1923, 4 divisions reported ₱40 a month as the minimum salary for municipal teachers.

No. 14.—*Libraries*

A table showing, by divisions and for the Islands, the number of schools, the number of schools with libraries, the number of books and pamphlets contained in them, the number of newspaper and magazine subscriptions, and the number of persons using the libraries, 1922.

Division	Number of Schools			Number of Libraries			Number of Books, December 31, 1922		
	Elementary		Second-ary	Elementary		Second-ary	Elementary		Total
	Central	Barrio		Central	Barrio		Central	Barrio	
Abra.....	27	64	2	93	16	11	1,455	303	4,739
Agusan.....	4	75	1	80	4	5	593	439	1,168
Albay.....	49	182	2	203	27	—	12,084	—	17,006
Antique.....	26	83	1	120	15	42	4,683	788	7,977
Bataan.....	22	23	1	46	13	11	2,783	332	5,351
Batanes.....	12	4	1	17	5	—	908	—	979
Batangas.....	45	125	2	172	28	20	6,865	407	10,796
Bohol.....	70	229	2	311	37	39	11,557	665	15,207
Bukidnon.....	7	68	1	66	1	—	128	—	108
Bulacan.....	45	157	1	203	45	145	8,794	3,055	14,541
Cagayan.....	48	166	1	215	23	42	5,788	875	8,877
Camarines Norte.....	16	22	1	39	9	—	837	—	1,169
Camarines Sur.....	49	115	1	165	30	12	2,400	256	4,579
Capiz.....	53	171	2	226	29	113	6,102	1,762	9,480
Cavite.....	37	42	3	82	25	19	7,989	335	10,964
Cebu.....	100	366	1	467	60	27	13,129	1,967	17,821
C. L. A. S. I.....	1	—	1	2	—	—	—	—	732
Cotabato.....	3	127	1	131	1	2	300	113	413
Davao.....	13	119	1	133	5	3	350	347	697
Ilocos Norte.....	38	172	3	213	20	31	7,557	575	14,954
Ilocos Sur.....	56	164	3	223	28	86	15,343	3,326	25,160
Iloilo.....	71	246	1	318	57	121	14,393	6,226	29,327
Isabela.....	28	82	1	111	17	66	4,147	1,555	6,875
Laguna.....	52	68	1	121	29	9	15,923	—	18,684
Lanao.....	5	82	1	88	4	18	430	672	1,303
Leyte.....	77	299	3	379	46	49	11,834	1,106	16,461
Manila.....	45	—	5	50	36	—	29,845	—	40,231
Marinduque.....	12	50	1	63	7	—	1,455	—	2,676
Masbate.....	14	42	1	57	7	1	—	30	1,275
Mindoro.....	30	68	1	99	16	27	2,259	527	4,451

Misamis.....	31	150	1	182	18	52	1	71	3,426	1,167	1,383	5,976
Mountain.....	45	113	2	160	21	19	2	42	2,413	1,068	1,444	4,925
Nueva Ecija.....	62	177	1	230	27	42	1	70	5,746	605	2,647	8,998
Nueva Vizcaya.....	20	21	2	43	13	21	2	36	1,151	1,434	1,743	3,828
Occidental Negros.....	50	129	1	180	25	59	1	85	8,452	1,520	2,492	12,404
Oriental Negros.....	46	142	2	190	21	6	2	29	1,610	125	1,381	3,116
Palawan.....	22	90	1	113	11	31	1	43	3,393	1,035	1,006	5,434
Pampanga.....	49	96	4	149	25	49	4	78	7,184	1,145	3,005	11,334
Pangasinan.....	90	334	3	427	48	89	2	139	83,213	1,922	6,797	41,932
Philippine Nautical School.....			1	1			1	1			94	94
Philippine Normal School.....	2		1	3			1	1			6,164	6,164
P. S. A. I. ¹	1		1	2			1	1			2,900	2,900
Rizal.....	55	83	1	139	27	14	1	42	7,376	806	2,546	10,728
Romblon.....	17	49	2	68	9	35	2	46	1,255	696	1,367	3,318
Samar.....	66	193	3	262	37	90	2	129	6,158	1,505	1,959	9,622
Sorsogon.....	32	94	2	128	16	2	1	19	2,630	25	1,540	4,195
Sulu.....	4	68	1	73	3	1	1	5	120	37	1,360	517
Surigao.....	27	111	1	139	18	45	1	64	2,504	680	1,397	4,581
Tarlac.....	34	126	1	161	18	95	1	114	5,479	1,659	1,892	9,030
Tayabas.....	53	119	1	173	28	15	1	44	11,255	414	3,200	14,869
Union.....	35	77	2	114	19	46	2	67	11,400	2,243	3,047	16,690
Zambales.....	29	46	1	76	17	8	1	26	3,509	190	1,505	5,204
Zamboanga.....	11	116	1	128	1	24	1	26		941	1,534	2,475
Total.....	1,826	5,725	83	7,634	1,042	1,642	74	2,758	308,997	43,878	129,148	482,023

¹ Central Luzon Agricultural School.² Philippine School of Arts and Trades.

No. 14.—*Libraries—Continued*

Division	Number of Pamphlets, December 31, 1922			Total Number of Books and Pamphlets			Number of Books Acquired in 1922			
	Elementary		Second- ary	Elementary		Second- ary	Elementary		Second- ary	Total
	Central	Barrio		Central	Barrio		Central	Barrio		
Abra	56	—	247	1,511	303	3,278	255	117	173	545
Agusan	158	244	52	751	683	—	7	44	50	101
Albay	1,088	—	279	13,172	—	5,201	9,042	—	252	9,294
Antique	501	115	1,265	5,184	903	3,771	—	19	240	589
Bataan	881	78	116	3,614	410	2,352	517	92	237	846
Batanes	115	—	21	1,023	—	92	—	—	8	8
Batangas	1,094	—	650	1,744	407	4,174	248	—	487	735
Bohol	2,657	67	204	14,214	732	3,189	2,010	412	668	3,090
Bukidnon	—	—	9	128	—	117	—	—	—	—
Bulacan	1,784	84	286	10,578	3,139	2,978	1,191	2,900	116	4,207
Cagayan	1,384	499	792	7,722	1,374	3,006	468	23	488	979
Camarines Norte	156	—	21	793	—	353	1,346	128	123	251
Camarines Sur	644	74	221	3,044	330	2,144	434	44	456	884
Capiz	1,438	393	180	7,540	2,155	1,786	11,481	849	230	1,324
Cavite	2,258	13	166	10,247	348	2,806	1,042	53	132	1,227
Cebu	5,182	106	230	18,311	2,073	2,955	1,321	278	250	1,849
C. L. A. S. I	—	—	1,200	—	—	1,982	—	—	222	222
Cotabato	50	178	—	350	291	—	—	9	—	9
Davao	85	54	139	435	401	—	49	43	92	92
Ilocos Norte	1,078	26	1,318	8,665	601	8,110	364	132	952	1,448
Ilocos Sur	819	52	114	16,162	3,378	6,605	1,170	722	953	2,845
Iloilo	880	269	213	15,223	6,495	8,921	2,348	1,241	680	4,269
Isabela	537	861	385	4,684	2,416	1,558	8,658	814	132	1,081
Laguna	1,495	—	750	17,418	—	3,511	20,929	934	350	1,284
Lanao	21	492	135	451	1,164	336	1,951	220	52	1,326
Leyte	1,427	—	450	13,261	1,110	3,971	905	144	983	2,032
Manila	2,289	4	1983	32,134	—	12,354	6,821	—	2,160	8,981
Marinduque	644	—	54	2,099	—	1,275	3,374	450	204	654
Masbate	173	2	70	935	32	553	1,520	30	112	142
Mindoro	1,201	205	480	3,460	732	2,095	106	210	482	798
Misamis	259	122	170	3,685	1,289	1,553	377	333	213	923
Mountain	41	—	1,496	1,537	1,068	2,940	43	—	233	276
Nueva Ecija	398	17	—	6,144	622	2,647	694	39	392	1,125
Nueva Vizcaya	686	197	373	1,256	1,337	631	4	—	143	384
Occidental Negros	1,549	103	445	10,301	1,623	2,877	1,208	422	317	1,947

Oriental Negros.....	697	16	188	901	2,307	141	1,569	4,017	175	722	374	549
Palawan.....	341	40	40	421	3,734	1,075	1,046	5,855	1,488	967	28	2,238
Pampanga.....	874	106	1,110	2,090	8,058	1,251	4,115	13,424	1,937	967	246	2,140
Pangasinan.....	2,982	33	290	3,305	36,195	1,955	7,087	45,237	4,552	512	2,119	7,183
Philippine Nautical School.....							94	94				
Philippine Normal School.....			1,428	1,428			7,592	7,592			712	712
P. S. A. T. 1.....			127	127			3,027	3,027			230	230
Rizal.....	1,026	98	200	1,324	8,402	904	2,746	12,052	898	256	101	1,255
Romblon.....	222		708	930	1,477	696	2,075	4,248	268	567	271	1,106
Samat.....	1,400	428	426	2,254	7,558	1,933	2,385	11,876	924	302	446	1,672
Sorsogon.....	215		180	395	2,845	25	1,720	4,590	272		180	462
Sulu.....					120	37	360	517				
Surigao.....	109	14	235	358	2,613	694	1,632	4,939	243	53	151	447
Tarlac.....	817	194	15	1,026	6,296	1,853	1,907	10,056	614	104	593	1,311
Tayabas.....	1,485	8	150	1,643	12,740	1,422	3,350	16,512	1,570	39	304	1,913
Union.....	790	235	388	1,413	12,190	2,478	3,435	18,103	718	123	704	1,545
Zambales.....	626	2	266	894	4,135	192	1,771	6,098	800	90	110	1,000
Zamboanga.....		60	50	110		1,001	1,534	2,585		449	150	1,599
Total.....	45,062	5,489	20,121	70,872	354,059	49,367	149,263	552,695	48,071	12,839	19,269	80,179

1 Central Luzon Agricultural School.

2 Philippine School of Arts and Trades.

No. 14.—*Libraries*—Continued

Division	Number of Books Transferred from Bureau of Education to Provincial and Municipal Accounts			Newspaper Subscriptions			Educational Magazine Subscriptions			Other Magazine Subscriptions		
	Elementary		Total	Elementary		Total	Elementary		Total	Elementary		Total
	Central	Barrio		Central	Barrio		Central	Barrio		Central	Barrio	
Abra.....	36	124	177	20	21	4	43	10	7	50	1	9
Agusan.....	9	9	18	68	10	78	59	10	69	60	1	1
Albay.....	88	50	138	33	30	63	94	4	9	66	29	89
Antique.....	33	33	66	15	58	73	6	9	6	10	13	40
Bataan.....	17	17	34	15	1	16	6	2	3	11	18	30
Batanes.....	27	27	54	5	5	10	3	3	6	3	1	4
Batangas.....	550	603	1,153	36	3	39	27	2	29	32	4	36
Bohol.....	574	574	1,148	70	7	77	57	2	59	67	68	135
Bukidnon.....	82	82	164	4	4	8	4	4	8	9	1	10
Bulacan.....	21	21	42	21	5	26	55	24	79	43	23	66
Cagayan.....	6	6	12	39	13	52	42	3	45	22	1	23
Camagines Norte.....	119	8	127	17	8	25	15	8	23	8	4	27
Camagines Sur.....	17	7	24	48	61	109	57	102	161	11	2	172
Capiz.....	156	156	312	15	4	19	8	8	17	48	41	89
Carite.....	156	156	312	15	4	19	8	8	17	23	11	34
Cebu.....	28	28	56	61	13	74	109	15	124	20	9	29
C. L. A. S. I.....	4	4	8	3	3	6	3	3	6	2	6	8
Comodoro.....	84	84	168	5	4	9	4	9	13	7	7	14
Davao.....	692	692	1,384	51	12	63	58	25	83	19	1	20
Ilocos Norte.....	26	9	35	26	9	35	12	8	20	45	9	54
Ilocos Sur.....	199	88	287	65	62	127	78	52	130	18	14	32
Iloilo.....	199	88	287	65	62	127	78	52	130	49	25	74
Isabela.....	579	579	1,158	18	28	46	49	31	80	30	21	51
Laguna.....	579	579	1,158	18	28	46	49	31	80	16	21	37
Lanao.....	7	7	14	7	1	8	6	6	12	1	2	3
Leyte.....	189	20	209	61	7	68	65	6	71	19	15	34
Manila.....	686	686	1,372	73	20	93	189	38	227	87	47	134
Marinduque.....	15	15	30	6	2	8	14	2	16	2	8	10
Maabate.....	51	51	102	7	10	17	15	6	21	3	12	15
Mindoro.....	28	7	35	28	7	35	37	9	46	27	5	32
Misamis.....	631	210	841	20	14	34	35	64	99	17	19	36
Mountain.....	12	12	24	41	7	48	5	5	10	19	11	30

Nueva Ecija.....	886	---	886	37	13	2	52	57	21	2	80	40	6	4	50
Nueva Vizcaya.....	1	10	11	5	1	5	11	2	5	4	6	72	25	11	11
Occidental Negros.....	208	19	227	38	14	3	55	52	---	2	59	---	---	16	113
Oriental Negros.....	34	---	34	26	6	5	37	37	2	2	41	10	---	15	25
Palawan.....	1,280	---	1,280	8	15	3	26	10	---	---	10	1	---	4	5
Pampanga.....	120	---	120	48	11	3	62	26	1	3	30	8	4	12	24
Pangasinan.....	165	212	377	31	1	6	38	23	---	7	35	29	20	40	89
Philippine Nautical School.....	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Philippine Normal School.....	---	---	---	---	---	3	3	---	---	15	15	---	---	45	45
P. S. A. F. ¹	98	25	129	41	5	4	49	47	5	7	7	---	---	26	26
Rizal.....	---	---	---	11	10	3	25	8	1	2	54	35	4	11	50
Romblon.....	419	87	506	130	36	9	175	98	52	7	157	63	10	14	26
Samar.....	---	---	---	---	---	---	---	---	---	---	---	---	---	20	93
Sorsogon.....	334	---	334	31	---	3	34	14	---	2	16	25	---	17	42
Sulu.....	---	---	---	---	---	1	1	---	---	---	---	---	---	9	14
Surigao.....	7	19	26	59	67	8	134	13	18	4	35	51	---	13	95
Tarlac.....	156	---	156	32	21	3	56	36	32	1	69	60	60	19	139
Tayabas.....	476	35	511	43	1	3	47	42	5	2	49	25	1	13	39
Union.....	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Zambales.....	---	20	20	24	13	5	42	25	6	5	36	62	31	22	115
Zamboanga.....	---	413	413	27	---	5	32	13	---	1	14	9	3	9	21
---	---	80	80	2	8	4	14	---	67	8	75	---	6	2	8
Total.....	8,868	374	1,444	1,474	570	235	2,279	1,557	591	240	2,388	1,127	458	767	2,362

¹ Central Luzon Agricultural School.² Philippine School of Arts and Trades.

No. 14.—*Libraries*—Continued

Division	Total Newspaper and Magazine Subscriptions				Teachers and Pupils				Number of Persons Using the Libraries				Number of Libraries Used by the People of School Communities			
	Elementary		Second-ary	Total	Elementary		Second-ary	Total	Elementary		Second-ary	Total	Elementary		Second-ary	Total
	Central	Barrio			Central	Barrio			Central	Barrio			Central	Barrio		
Abra	63	1	19	83	2,010	517	992	3,519	63	15	---	78	4	---	---	4
	Agusan	32	---	32	280	379	35	694	---	67	---	---	---	---	---	20
	Albay	187	46	233	11,152	379	1,021	12,173	2,143	75	---	2,218	10	20	---	12
	Antique	44	20	64	3,636	3,174	780	7,456	144	46	---	38	3	---	1	3
	Bataan	33	3	36	3,694	847	---	5,321	31	6	---	37	2	---	---	---
	Batanes	9	---	9	745	---	42	787	39	---	---	39	---	---	---	---
	Batangas	67	35	102	9,496	2,102	824	12,362	127	20	---	147	4	---	---	4
	Bohol	210	72	282	9,676	3,002	874	13,552	118	57	---	175	7	---	2	9
	Bukidnon	5	10	15	142	72	214	---	---	---	---	---	---	---	---	---
	Bulacan	119	52	171	7,183	5,461	297	12,941	137	62	---	199	5	---	---	5
Cagayan	103	17	20	140	7,260	3,016	904	11,180	50	25	75	17	---	---	1	18
	Camagines Norte	19	15	34	3,322	168	3,650	---	20	10	30	1	---	---	---	1
	Camagines Sur	26	45	71	18,398	572	388	11,766	118	4	122	3	---	---	---	28
	Capiz	153	204	357	9,785	4,809	533	15,127	355	159	514	14	---	---	---	10
	Cavite	46	16	62	8,652	774	591	10,017	168	---	168	8	1	---	---	1
	Cebu	190	37	25	252	14,436	4,145	1,752	20,334	433	10	18	23	4	---	28
	C. L. A. S. I	---	---	11	---	---	851	---	---	---	---	---	---	---	---	---
	Cotabato	---	20	---	20	300	234	---	20	3	23	1	---	---	---	2
	Davao	9	34	43	677	1,243	---	1,920	42	5	5	---	---	---	---	---
	Ilocos Norte	128	38	41	207	11,047	1,803	2,095	14,945	---	20	62	7	---	2	9
Ilocos Sur	47	17	67	131	7,575	4,336	1,901	13,812	400	320	30	750	25	40	3	68
	Iloilo	192	132	32	356	15,853	12,767	1,014	29,634	286	203	489	15	13	3	29
	Isabela	69	84	19	172	5,456	4,432	11,006	117	40	30	187	93	36	1	130
	Laguna	83	26	109	12,521	764	764	13,285	365	12	377	19	---	---	---	19
	Lanao	14	3	5	22	462	2,721	147	3,330	40	10	60	1	---	---	2
	Leyte	145	28	173	11,001	3,101	1,462	15,554	456	5	100	561	13	2	---	15
	Manila	349	105	454	35,054	96	35,150	---	58	---	---	68	2	---	4	---
	Marinduque	22	---	12	34	3,051	---	322	3,373	77	---	87	2	---	---	2
	Mayaguez	25	16	41	55	891	70	275	1,236	50	15	65	2	---	---	2
	Mindoro	92	21	6	119	2,590	1,548	215	4,353	206	32	5	243	6	2	1	9
Misamis	72	97	24	193	5,018	3,135	466	8,619	325	305	---	630	2	---	---	2
	Mountain Province	23	11	34	3,071	1,557	777	6,205	11	---	---	13	---	---	---	2
	Nueva Ecija	134	40	8	182	11,555	2,825	15,176	67	---	---	67	---	---	3	3

	7	1	20	28	1,241	1,249	705	3,195	17	52	200	269	2	5	1	8
Nueva Vizcaya.....	162	44	21	227	10,914	3,303	718	14,935	81	25	131	7	3	---	---	10
Occidental Negros.....																
Oriental Negros.....	73	8	22	103	5,622	450	800	6,872	11	---	---	11	---	---	---	---
Palawan.....	19	15	7	41	1,782	1,500	512	3,794	73	---	---	76	5	4	---	9
Pangasinan.....	82	16	18	116	13,302	4,601	868	18,771	177	76	---	253	8	---	1	9
Philippine Nautical School.....	88	21	63	162	23,201	5,718	2,271	37,190	40	---	---	40	---	---	---	---
Philippine Normal School.....																
P. S. A. T. 1.....																
Rizal.....	123	14	37	789	7,885	1,261	1,034	10,180	814	22	---	886	5	---	---	5
Romblon.....	24	18	20	62	2,572	1,735	545	4,852	10	---	10	---	---	---	---	2
Samar.....	291	98	36	425	15,947	3,050	870	19,867	500	80	8	588	19	5	1	25
Sorsogon.....	70		22	92	7,217	100	570	7,887	126	---	---	126	---	---	---	---
Sulu.....	5		10	15	98	885	783	1,568	34	---	50	50	---	---	---	2
Surigao.....	123	116	25	264	3,213	1,256	401	4,870	96	---	4	---	---	---	---	2
Tarlac.....	128	113	23	264	8,136	6,439	823	15,398	96	5	---	101	2	---	---	2
Tayabas.....	110	7	18	135	13,353	1,358	675	15,386	767	---	20	787	12	---	---	12
Union.....	111	50	32	193	12,492	7,091	1,073	20,656	164	49	15	228	8	3	---	11
Zambales.....	49	3	15	67	4,986	600	350	5,936	279	---	2	281	2	---	---	2
Zamboanga.....	2	81	14	97	680	2,646	181	3,507	---	40	---	40	---	---	1	1
Total.....	4,158	1,619	1,242	7,019	387,440	111,165	37,855	516,460	9,655	1,706	739	12,100	359	154	33	546

¹ Central Luzon Agricultural School.

² Philippine School of Arts and Trades.

When compared with statistics for the previous year, the figures in Table 14 show (1) an increase of 482 in the number of school libraries; (2) an increase of 70,666 in the total number of books and pamphlets in school libraries; (3) a decrease of 1,969 in the number of school-library newspaper subscriptions; (4) an increase of 834 in the number of school-library magazine subscriptions; (5) an increase of 43,709 in the number of teachers and pupils reading school-library books; (6) a decrease of 1,684 in the number of outsiders using school libraries; and (7) a decrease of 21 in the number of school libraries open to the people of school communities.

The rate of increase in the number of school libraries was 21 per cent; in the number of books and pamphlets in school libraries, 15 per cent; in the number of school-library magazine subscriptions, 21 per cent; in the number of teachers and pupils reading school-library books, 9 per cent.

The rate of decrease in the number of school-library newspaper subscriptions was 46 per cent; in the number of outsiders using school libraries, 12 per cent; in the number of school libraries open to the people of school communities, 4 per cent.

No. 15.—*Agricultural Schools*

A table showing the names and the locations of agricultural schools, the number of teachers, the total annual enrollment, the area of land owned and cultivated, the number of animals, and the value of products at agricultural schools, for the school year 1921-22.

Name and Location of School	Number of Teachers		Annual Enrollment	Area of Farm in Hectares		Number of Animals					Value of School Products					Value of Products from Home Projects	Total Value of Products from School and Home Projects	
	American	Philippino		Cultivated	Total	Carabaos	Horses	Work Cattle	Other Cattle	Hogs	Poultry	Animals	Vegetables	Field Crops	Fruits			Others
Aborlan Agricultural School, Aborlan, Palawan		7	246	14	199	10	1	2	24	29	176	P1,326.00	P685.00	P8,318.00	P2,167.69	P3,254.64	P1,038.39	P16,789.72
Baybay Agricultural School, Baybay, Leyte					500													
Bukidnon Agricultural School, Malaybalay (Managok), Bukidnon		8	232	50	724	10	4	30	37	56	216	1,009.65	211.95	3,238.88				4,460.48
Bunauan Agricultural School, Bunauan, Agusan		6	116	15	42	8				53	48	947.99	261.92	5,537.25	386.11			7,183.27
Camarines Agricultural School, Pili, Camarines Sur		4	58	134	452	26			26	13	597	895.00	540.98	1,141.80	408.46	200.00	991.00	4,177.24
Cataman Agricultural School, Cataman, Samar	2	9	297	90	394	14			54	111	1,650	4,014.00	1,989.00	7,455.00	1,620.00	2,211.00		17,289.00
Central Luzon Agricultural School, Muñoz, Nueva Ecija	6	9	806	237	668	121		7	28	155	5,397	9,175.28	4,058.16	22,410.92	95.00		5,695.58	41,434.94
Lagangilang Agricultural School, Lagangilang, Abra		5	101	80	100	23		2	6	26	134	1,983.59	372.08	3,016.59	366.90	837.55	985.89	7,512.60
Isiast Agricultural School, Isiast, Sulu		6	99	35	231	10	5	11	52		13	7,320.00	156.60	7,846.75	976.75			16,300.10
Lumbatan Agricultural School, Lumbatan, Lanao	1	6	132	68	121	2	1	8	26		45	413.75	1,069.80	5,273.50	2,090.10			8,837.15
Mampising Agricultural School, Mampising, Davao		4	114	21	110	7				26	159	296.00	409.66	1,477.75	528.70			2,712.11
Pampanga Agricultural School, Magalan, Pampanga		7	110	13	1,409	21	1		4	7	196	473.00	47.48	403.00	17.79	110.00	1,336.00	2,387.27

Piang Agricultural School,	1	47	24	34	7	1	---	177	188.03	276.32	2,787.97	271.57	---	---	3,523.89
Kudurungan, Cotabato	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Trinidad Agricultural School,	3	11	361	45	1,477	35	20	13	135	39	1,188	5,570.00	21,720.00	2,185.00	32,610.00
Baguio, Mountain Province	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Union Agricultural School,	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Rosario, La Union ¹	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Total	12	83	2,719	826	6,451	294	32	74	392	515	9,996	33,612.29	31,788.95	71,092.41	165,167.77

¹ The development of this school has been retarded by difficulties incident to getting possession of the land desired.

When compared with statistics for the school year 1920-21, these figures show (1) an increase of 9 in the number of teachers in agricultural schools; (2) an increase of 171 in the number of pupils enrolled in agricultural schools; and (3) an increase of 131 in the total number of hectares cultivated at agricultural schools.

The rate of increase in the number of teachers in agricultural schools was 10 per cent; in the number of pupils enrolled in agricultural schools, 7 per cent; in the total number of hectares cultivated at agricultural schools, 19 per cent.

An agricultural school is a boarding school located on a large farm where pupils are subsisted in part by the Government.

No. 16.—*Farm Schools*

A table showing the names and the locations of farm schools, the number of teachers, the total annual enrolment, the number of hectares of land owned and cultivated, the number of animals, and the value of products at farm schools, for the school year 1921-22.

Name and Location of School	Number of Teachers		Annual Enrollment		Area of Site in Hec-tares		Number of Animals					Value of School Products							Value of Products from Home Projects	Total Value of Products from School and Home Projects
	Boys	Girls	Total	Cultivated	Total	Carabaos	Horses	Work Cattle	Other Cattle	Hogs	Poultry	Animals	Vegetables	Field Crops	Fruits	Others	Total			
Batac Farm School, Batac, Ilocos Norte	6	171	---	171	14	18	1	---	2	2	34	191	P254.00	P352.43	P1,513.31	P72.12	P10.29	P2,202.15	P2,183.33	P4,385.48
Batangas Farm School, Batangas	6	114	---	114	15	15	---	4	---	40	300	525.00	687.00	1,510.55	674.76	426.20	3,823.51	3,185.22	7,008.73	
Bilar Farm School, Bilar, Bohol	7	80	72	152	13	13	5	1	---	12	61	317.00	1,011.25	906.49	46.98	---	2,281.72	112.29	2,394.01	
Capiz Farm School, Banga, Capiz	5	88	65	153	14	30	4	---	---	11	85	632.83	146.46	1,943.80	42.39	---	2,770.48	351.50	3,121.98	
Catanduanes Farm School, Virac, Albay	3	119	---	119	5	11	2	1	---	7	63	313.50	102.00	---	---	---	415.50	---	415.50	
Guinobatan Farm School, Guinobatan, Albay	7	111	85	196	11	13	6	---	---	9	60	500.00	500.00	7,500.00	200.00	100.00	8,800.00	3,000.00	11,800.00	
Iba Farm School, Iba, Zambales	5	94	112	206	8	12	15	---	---	24	45	1,665.30	2,097.87	1,240.00	195.59	1,689.32	6,888.08	3,195.48	10,083.56	
Indang Farm School, Indang, Cavite	7	111	57	168	8	9	---	2	---	12	205	640.60	563.40	563.57	134.96	---	1,992.53	2,819.89	4,812.42	
Isabela Farm School, Caba-gan, Isabela	8	233	130	363	11	21	5	1	---	3	575	750.00	960.35	1,280.00	725.00	212.45	3,927.80	4,322.30	8,250.10	
Nueva Vizcaya Farm School, Bayombong, Nueva Vizcaya	6	156	---	156	24	153	11	---	---	21	82	339.00	484.00	2,636.00	219.00	1,449.00	5,127.00	1,953.00	7,080.00	
Odiangan Farm School, Odiangan, Romblon	9	109	64	173	18	25	14	2	12	21	171	1,504.63	617.00	955.50	1,198.05	904.00	5,179.23	1,090.14	6,269.37	

San Carlos Farm School,	15	223	151	374	9	13	1	----	2	----	27	334	1,085.00	1,813.25	888.14	124.01	2,635.48	6,546.88	4,118.89	10,665.77
San Carlos, Pangasinan..																				
Santa Maria Farm School,	11	226	194	420	22	26	11	----	2	----	32	694	23.05	224.42	2,014.46	4.35	417.95	2,689.23	1,414.94	4,104.17
Santa Maria, Ilocos Sur...																				
Total	95	1,835	930	2,765	172	359	75	3	14	14	253	2,866	8,555.96	9,559.43	23,046.92	3,637.21	7,844.69	52,644.11	27,746.98	80,391.09

When compared with statistics for the school year 1920-21, these figures show (1) an increase of 9 in the number of teachers in farm schools; (2) an increase of 276 in the number of pupils enrolled in farm schools; and (3) an increase of 6 in the total number of hectares cultivated at farm schools.

The rate of increase in the number of teachers in farm schools was 10 per cent; in the number of pupils enrolled in farm schools, 11 per cent; in the total number of hectares cultivated at farm schools, 4 per cent.

A farm school is a day school having facilities for the teaching of practical farming to boys and housekeeping and household arts to girls.

No. 17.—*Settlement*

A table showing the number of settlement farm schools, the number owned and cultivated, the number of animals, and the value of products

Division	Number of Schools	Number of Teachers	Annual Enrolment			Area of Site in Hectares		Number of Animals					
			Boys	Girls	Total	Cultivated	Total	Carabaos	Horses	Work Cattle	Other Cattle	Hogs	Poultry
Agusan.....	59	100	2,555	2,054	4,609	337	847	17	---	---	---	112	1,457
Albay.....	1	3	70	45	115	1	3	---	---	---	---	---	50
Antique.....	1	4	70	61	131	3	40	1	---	1	---	---	10
Bukidnon.....	61	107	3,890	2,371	6,261	473	958	2	---	9	---	6	249
Cotabato.....	17	54	1,640	550	2,190	112	816	19	1	12	---	9	373
Davao.....	66	94	2,688	1,149	3,837	282	1,686	28	---	33	2	73	1,566
Ilocos Sur.....	1	3	32	20	52	6	6	3	---	---	---	1	127
Lanao.....	32	61	2,375	318	2,693	234	542	23	---	21	---	---	134
Misamis.....	12	11	495	301	796	46	146	---	---	---	---	---	88
Mountain.....	5	13	451	150	601	28	107	10	---	3	---	59	266
Nueva Ecija.....	1	1	22	9	31	2	60	4	---	---	---	---	---
Nueva Vizcaya.....	7	19	244	87	331	27	181	18	---	---	3	17	362
Occidental Negros.....	1	2	34	20	54	33	300	1	---	1	---	---	---
Rizal.....	2	2	43	39	82	3	36	15	---	---	---	---	---
Samar.....	8	20	379	260	639	26	55	3	---	3	---	12	109
Surigao.....	8	10	238	130	368	24	111	7	---	---	---	2	71
Tarlac.....	2	2	36	19	55	4	20	5	---	---	---	13	176
Zambales.....	1	2	39	15	54	5	500	3	1	5	42	---	---
Zamboanga.....	26	52	1,280	475	1,755	77	443	23	---	6	---	---	155
Total.....	311	560	16,581	8,073	24,654	1,723	6,857	182	2	94	47	304	5,193

When compared with statistics for the school year 1920-21, these schools; (2) an increase of 47 in the number of teachers in settlement in settlement farm schools; (4) an increase of 391 in the total number ₱12,235.25 in the estimated value of production at settlement farm schools.

The rate of increase in the number of settlement farm schools was 14 in the number of pupils enrolled in settlement farm schools, 13 per cent; per cent.

The rate of decrease in the estimated value of production at

A settlement farm school was originally a primary school established them to form permanent settlements in the neighborhood of the school. nomadic, but where farming is the chief occupation.

Farm Schools

of teachers, the total annual enrolment, the number of hectares of land at settlement farm schools, for the school year 1921-22.

Value of School Products						Value of Products from Home Projects	Total Value of Products from School and Home Projects
Animals	Vegetables	Field Crops	Fruits	Others	Total		
P5,232.31	P7,242.49	P55,391.88	P8,071.99	-----	P75,938.67	-----	P75,938.67
60.00	100.00	50.00	-----	-----	210.00	-----	210.00
4.59	187.24	136.13	-----	-----	327.96	-----	327.96
608.42	3,517.36	22,950.73	3,561.11	-----	30,637.62	-----	30,637.62
171.18	4,115.05	17,949.70	3,811.04	P1,966.64	28,013.61	-----	28,013.61
2,021.49	5,140.00	33,924.89	17,033.92	43.60	58,163.90	-----	58,163.90
63.50	11.20	218.80	4.00	-----	297.50	-----	297.50
75.31	2,461.35	15,005.27	3,345.08	-----	20,887.01	-----	20,887.01
41.30	1,028.43	2,774.88	644.93	89.20	4,578.74	-----	4,578.74
1,033.00	285.00	3,372.00	558.00	6.00	5,254.00	P100.00	5,354.00
-----	15.00	86.00	-----	-----	101.00	-----	101.00
2,541.00	1,338.00	4,075.00	361.00	861.00	9,176.00	-----	9,176.00
-----	755.00	264.00	-----	20.00	1,039.00	-----	1,039.00
75.00	28.00	17.00	-----	-----	120.00	28.75	148.75
1,043.00	164.65	1,569.83	103.95	32.00	2,913.43	322.00	3,235.43
124.89	58.25	850.25	46.60	-----	1,079.99	151.50	1,231.49
252.15	-----	193.27	-----	-----	445.42	252.00	697.42
140.00	22.83	65.04	4.90	235.59	468.36	28.93	497.29
117.50	1,331.34	10,222.73	3,789.87	2.50	15,463.94	-----	15,463.94
13,604.64	27,801.19	169,117.40	41,336.39	3,256.53	255,116.15	888.18	255,999.33

figures show (1) an increase of 14 in the number of settlement farm schools; (3) an increase of 2,761 in the number of pupils enrolled of hectares cultivated at settlement farm schools; and (5) a decrease of

per cent; in the number of teachers in settlement farm schools, 9 per cent; in the total number of hectares cultivated at settlement farm schools, 29

settlement farm schools was 5 per cent.

among people who were more or less nomadic, with the idea of encouraging Now these schools are found in many communities where the people are not

No. 18.—*Agricultural Clubs*

A table showing, by divisions and for the Islands, the number of boys' and girls' agricultural clubs, the number of club members with projects, the value of products produced by club members, and other relevant information, for the school year 1921-22.

Division	Number of Boys' and Girls' Agricultural Clubs	Number of Club Members with Projects						Value of Production from Projects of Club Members						Num-ber of Hogs Owned by Club Mem-bers	Poultry Mem-bers			
		Gar-den	Hog	Poul-try	Fruit	Corn	Cook-ing	Total	Vege-table	Hog	Poultry	Fruit	Field Crops			Cooking	Total	
Abra	2	33	2	10	6			51	P227.20	P60.00	P485.24	P183.45			P955.89	11	90	
Agusan	3	12		14				26	510.09		190.34				700.43		217	
Albay	44	20	11	368	5		70	474	500.00	388.75	5,102.15	500.00	P500.00	P500.00	7,940.90	232	3,980	
Antique	10	10		80	47			147			1,112.91	167.12	180.50		1,440.53		2,844	
Bataan	19	34	4	62	23		37	163	485.62	110.00	620.54	160.00	92.86	216.95	1,685.97	10	931	
Batanes	4	29		36				125	255.85		404.32				1,777.90		276	
Batangas	69	59	277	185	7		8	569	581.50	8,770.00	4,698.73	74.32	80.00	64.00	14,263.55	2,478	5,661	
Bohol	19	15		253	34			302	244.87		3,310.73	67.29			3,622.89		3,552	
Bukidnon																		
Bulacan	33	263	9	219				491	2,438.74	260.00	3,926.08		50.00		6,674.82	24	5,500	
Cagayan	115	525	121	411	101			174	1,332	13,043.13	1,475.59	14,574.43	396.00		6,218.23	35,707.38	281	6,888
Camarines	51	457		163					613	4,751.52		4,322.57				9,074.09		7,695
Capiz	22	40	34	94	166			19	394	1,082.75	794.13	4,490.69	2,560.20	199.50	845.22	9,978.49	47	1,948
Cebu	17	17	17	113	186			14	404	639.00	314.00	1,728.00	1,368.33	479.73	150.50	4,102.36	89	2,498
Cebu	17	68	29	134	79				310	488.54	250.00	259.95	296.56		1,294.05	118	556	
C. L. A. S. I	4	36	5	14				63	1,954.00	989.00	156.00				3,695.58	83	1,294	
Cotabato																		
Davao	48	8	5	7	6			2	32	76.25	90.00	167.73	33.00	10.00	5.00	381.98	11	361
Ilocos Norte	159	192	165	940	180			392	1,901	1,917.76	9,976.01	36,845.43	2,003.84	176.99	4,558.54	55,478.57	560	49,689
Ilocos Sur	23	130	7	102				6	245	1,655.26	120.00	1,765.81		50.00	20.00	3,611.07	13	3,014
Iloilo																		
Isabela	11		61	192				253	3,575.82	1,450.00	2,421.72	186.45	1,417.20	704.90	5,997.54	86	1,718	
Isabela	53	375	30	167	10			36	653	6,468.67	1,450.00	5,049.70			15,276.92	77	2,824	
Laguna	25	20		495				455	302.80		11,227.74				11,530.54		6,512	
Lanao	1			9								273.80			1,273.80		194	
Leyte	21	1	26	59	11			97	66.06	625.03	900.46	60.00			1,651.55	77	1,314	

Division	Number of Fruit Trees Cared for by Club Members	Name and Address of the Club Member Receiving the Largest Money Return, Based on Market Value of Products from His Club Work					Number of Club Members Obtaining a Production Of—			
		Name	Age	Address	Value of Products	Name of Contest in Which Enrolled	₱25-₱50	₱50-₱75	₱75-₱100	₱100 or More
Abra	3, 566	Rufino Mina.	22	Pilar, Abra.	₱42.14	Poultry raising	2	2	1	1
		Fidel Alasan	19	Kauswagan, Cabadbaran, Agusan.	109.17	Vegetable growing	8	3	1	1
		Martin Palermo	19	Guinobatan, Albay	200.00	Field crops	109	58	41	9
		Ricardo Arsaga	19	Bugason, Antique	41.44	Poultry raising	3			
		Leonardo Coronel	18	Abucay, Bataan	60.00	Vegetable growing	8	1		
		Pedro Blacer	16	Bacos, Batanes	61.50	Field crops	27	1		
		Epifanio Cordero	14	Bauan, Batangas	250.00	Pig raising	212	181	127	39
		Venancio Campilan	19	Mabini, Bohol	182.18	Poultry raising	18	4		
		Lorenzo Calderon	16	Pulilan, Bulacan	100.00	Poultry raising	68	18	3	1
		Benjamin Cortez	13	Aparri, Cagayan	200.00	Pig raising	325	116	40	12
Camarines		Ladislao Karingal	12	Pasagos, Camarines	90.42	Poultry raising	82	16	4	
	13, 810	Ambrosio Torres	14	Makato, Capiz	252.00	Poultry raising	201	5	4	1
	8, 953	Antonio Creas	19	Indang, Cavite	143.52	Poultry raising	25	11	4	4
		Pedro del Socorro	13	Minglanilla, Cebu	35.00	Pig raising	4			
		Pablo de la Rosa	20	Munoz, Nueva Ecija	285.00	Pig raising	15	34	9	5
		Felicisimo Bolado	15	Sta. Cruz, Davao	44.90	Poultry raising	2			
	7, 127	Bernardo Calventas	15	Barrio Paguidpud, Bangui, Ilocos Norte.	156.60	Fruit	549	391	92	30
		Jose Bayuga	18	Sinaat, Ilocos Sur	53.14	Vegetable growing	40	3		
		Serafin Mirasol	12	Jaro, Iloilo	330.00	Pig raising	22	17	10	14
		Vicente Gumpal	18	Echague, Isabela	100.00	Vegetable growing	153	13	3	1
Laguna		Carlos Quintana	16	Santa Cruz, Laguna	200.00	Poultry raising	140	14	6	1
		Oranting Marber	16	Malabang, Lanao	105.20	Poultry raising	4	1		1
		Eleuterio Catingub	16	Ormoc, Leyte	104.00	Pig raising	12	3		1
	68									
		Ricardo Corral	17	Gasan, Marinduque	60.00	Poultry raising	1			
		Arcadio Generaza	16	Pinarlayan, Mindoro	100.00	Poultry raising	206	4	3	1
	15	Francisco Magaad	15	Cagayan, Misamis	101.40	Poultry raising	69	18	1	1
		Morris Leano	17	Trinidad, Benguet, Mountain	250.00	Gardening	39	23	7	30

Nueva Ecija.....	15	Venancio Domingo.....	12	Nampicuan, Nueva Ecija.....	60.00	Poultry raising.....	113	2	1	6
Nueva Vizcaya.....	926	Mariano Silva.....	14	Bayombong, Nueva Vizcaya.....	170.00	Pig raising.....	21	7	13	3
Occidental Negros.....	---	Leopoldo Gicar.....	21	Saravia, Occidental Negros.....	180.00	Poultry raising.....	143	49	---	---
Oriental Negros.....	---	Fortunato Ramos.....	18	Jimalalud, Oriental Negros.....	28.00	Poultry raising.....	5	---	5	3
Palawan.....	80	Antonio Romasanta.....	13	Coron, Palawan.....	136.95	Poultry raising.....	45	18	---	---
Pampanga.....	25	Inocencio Sibug.....	15	Magalan, Pampanga.....	110.00	Poultry raising.....	66	10	3	3
Pangasinan.....	2,157	Patricio Unangay.....	17	San Carlos, Pangasinan.....	150.00	Poultry raising.....	369	171	22	8
Philippine Normal School.....	30	Remigio Pasibo.....	24	274 M. Comillas, Manila.....	51.14	Vegetable growing.....	1	---	---	---
Rizal.....	301	Teodorico Lozada.....	15	Las Piñas, Rizal.....	75.00	Pig raising.....	70	7	2	---
Romblon.....	360	Jose Umali.....	12	Odiungan, Romblon.....	31.00	Pig raising.....	3	---	---	---
Samar.....	635	Agustin Pastoride.....	15	Allen, Samar.....	406.95	Pig raising.....	60	21	4	5
Sorsogon.....	---	Estanislao Aliosoro.....	18	San Fernando, Masbate.....	115.00	Pig raising.....	9	2	2	1
Sulu.....	---	Ramon Reyes.....	14	Jolo, Sulu.....	50.00	Poultry raising.....	---	---	---	---
Surigao.....	---	Sabas Conillas.....	14	Surigao, Surigao.....	26.05	Vegetable growing.....	1	---	---	---
Tarlac.....	380	Bernardo Gogarin.....	15	Victoria, Tarlac.....	355.00	Pig raising.....	225	110	15	19
Tayabas.....	87,674	Jaime Pelejo.....	12	Mauban, Tayabas.....	56.00	Poultry raising.....	1,170	13	---	---
Union.....	---	Silverio Dacanay.....	14	Aringay, Union.....	136.00	Poultry raising.....	161	10	4	2
Zambales.....	400	Gabriel Barretto.....	13	Cabangan, Zambales.....	128.00	Poultry raising.....	107	92	3	5
Zamboanga.....	140	Algolin Sanolin.....	13	Lunib, Margosatubig, Zamboanga.....	53.90	Corn growing.....	3	2	---	---
Total.....	132,081	---	---	---	6,079.60	---	4,920	1,452	430	211

¹ Central Luzon Agricultural School.

When compared with statistics for the school year 1920-21, the figures in Table 18 show (1) a decrease of 337 in the number of agricultural clubs; (2) a decrease of 3,988 in the number of club members; (3) a decrease of ₱59,928.89 in the estimated value of agricultural-club products; (4) decreases in the number of pupils enrolled in all contests; and (5) decreases in the value of production in all contests except poultry raising and cooking.

The rate of decrease in the number of agricultural clubs was 18 per cent; in the number of club members, 17 per cent; in the estimated value of agricultural-club products, 14 per cent.

Iloilo	260	32	292	10,262	1,093	11,355	51	20,438.53	10,206	10,206	1,235	11,441	211	23
Isabela	94	6	100	2,608	564	3,172	17	23,973.96	2,608	2,608	564	3,172	62	12
Laguna	82	22	104	1,972	566	2,538	18	7,960.94	3,117	3,117	653	3,770	48	21
Lanao	31	2	33	482	36	518	14	6,967.14	990	990	44	1,034	67	19
Leyte	331	21	352	3,406	479	3,885	69	19,029.11	4,081	4,081	505	4,586	188	34
Manila	18	4	22	84	29	113	6	3,884.00	1,042	1,042	900	1,942	3	4
Marinduque	54	5	59	1,037	129	1,166	7	1,690.54	1,088	1,088	129	1,263	16	3
Mindoro	79	13	92	1,795	176	1,971	31	4,203.44	1,831	1,831	201	2,046	15	3
Misamis	144	15	159	2,974	181	3,155	69	10,682.57	4,006	4,006	396	4,602	28	10
Mountain	144	9	153	2,044	99	2,143	95	32,773.00	5,332	5,332	263	5,828	75	10
Nueva Ecija	165	28	193	2,256	452	2,708	63	23,845.33	3,910	3,910	1,097	5,052	80	8
Nueva Vizcaya	36	4	40	506	110	616	54	6,657.00	555	555	96	722	14	9
Occidental Negros	119	23	142	6,473	1,164	7,637	34	55,674.87	4,615	4,615	134	7,346	64	25
Oriental Negros	127	20	147	1,540	527	2,067	293	11,416.97	2,784	2,784	654	3,502	35	9
Palawan	93	6	99	1,100	167	1,267	26	3,490.81	1,100	1,100	167	1,267	10	7
Pampanga	105	20	125	2,240	511	2,751	25	11,850.21	3,098	3,098	665	3,763	47	16
Pangasinan	357	38	395	8,344	1,497	9,841	121	71,995.82	10,287	10,287	1,569	11,856	210	26
Philippine School														
Rizal	61	21	82	1,264	547	1,811	3	921.79	1,666	1,666	97	97	1	1
Romblon	44	5	49	651	180	831	21	5,841.92	825	825	737	2,403	25	15
Samar	223	20	243	3,594	499	4,093	28	30,655.00	3,389	3,389	499	4,094	139	20
Sorsogon	172	8	180	3,133	351	3,484	115	12,435.50	3,133	3,133	351	3,484	88	30
Sulu	51	2	53	486	16	502	17	714.62	1,250	1,250	30	1,280	22	10
Surigao	48	4	52	1,148	102	1,250	36	1,454.77	673	673	78	837	29	4
Tarlac	143	16	159	3,815	784	4,599	68	95,834.74	3,815	3,815	784	4,599	73	25
Tayabas	153	27	180	6,918	1,550	8,468	26	35,041.74	5,356	5,356	810	6,166	98	13
Union	90	14	104	6,592	986	7,578	76	39,480.20	6,592	6,592	986	7,578	36	20
Zambales	58	11	69	1,041	285	1,326	29	7,113.92	1,126	1,126	258	1,415	30	7
Zamboanga	56	7	63	1,288	297	1,585	2	2,707.15	1,288	1,288	297	1,585	7	7
Total	5,824	688	6,512	138,722	22,726	161,448	2,496	836,991.29	148,421	156,082	25,066	181,411	3,127	611

Central Luzon Agricultural School

When compared with statistics for the school year 1920-21, these figures show (1) an increase of 235 in the number of school gardens; (2) an increase of 27,131 in the number of pupils having home gardens; and (3) an increase of 561 hectares in the total estimated area of all gardens cultivated by pupils.

The rate of increase in the number of school gardens was 8 per cent; in the number of pupils having home gardens, 20 per cent; in the area of all gardens cultivated by pupils, 29 per cent.

No. 20.—*Garden-Day Celebrations*

A table showing, by divisions and for the Islands, the number of garden-day celebrations during the school year 1921–22.

Division	Number of Garden-Day Celebrations Held	Number of Pupils Exhibiting Products	Number of Farmers Exhibiting Products	Number of Garden-Day Celebrations at Which Other Bureaus, Organizations, or Firms Were Represented with Booths			
				Bureau of Agriculture	Bureau of Forestry	Bureau of Health	Others
Abra.....	15	1,433	392	-----	-----	-----	1
Agusan.....	30	3,324	406	-----	-----	-----	-----
Albay.....	23	8,087	517	2	-----	-----	-----
Antique.....	13	4,830	171	-----	-----	-----	5
Bataan.....	13	883	238	-----	-----	3	5
Batanes.....	5	855	905	-----	-----	-----	-----
Batangas.....	123	8,594	684	2	-----	1	3
Bohol.....	52	11,509	8,883	3	-----	7	7
Bukidnon.....	32	1,675	45	-----	-----	-----	-----
Bulacan.....	16	8,981	104	1	-----	6	2
Cagayan.....	25	9,407	538	4	-----	8	25
Camarines.....	40	16,412	753	-----	1	-----	3
Capiz.....	52	10,141	546	-----	2	-----	27
Cavite.....	19	5,375	549	1	-----	2	2
Cebu.....	45	15,240	1,119	1	-----	9	3
C. L. A. S. ¹	2	298	60	-----	-----	-----	-----
Cotabato.....	11	3,861	92	-----	-----	4	2
Davao.....	18	1,564	102	-----	-----	-----	1
Ilocos Norte.....	22	4,800	518	1	-----	1	8
Ilocos Sur.....	44	12,725	1,836	16	-----	1	-----
Iloilo.....	36	19,745	796	5	-----	5	17
Isabela.....	14	3,388	179	1	1	-----	6
Laguna.....	38	12,082	770	1	-----	1	-----
Lanao.....	20	1,349	42	-----	-----	-----	-----
Leyte.....	261	15,313	1,601	2	-----	6	2
Manila.....	13	500	-----	-----	-----	-----	-----
Marinduque.....	5	2,321	53	-----	-----	-----	1
Mindoro.....	40	3,411	321	-----	-----	3	1
Misamis.....	25	4,844	338	-----	-----	4	-----
Mountain.....	35	6,251	2,170	5	-----	3	8
Nueva Ecija.....	29	13,779	168	3	1	8	-----
Nueva Vizcaya.....	9	1,359	973	-----	-----	1	-----
Occidental Negros.....	48	11,827	404	-----	-----	1	1
Oriental Negros.....	18	5,344	87	3	-----	4	1
Palawan.....	9	622	203	-----	1	2	4
Pampanga.....	21	2,133	105	2	-----	7	-----
Pangasinan.....	229	29,705	1,851	8	-----	8	23
Philippine Normal School.....	1	97	-----	-----	-----	-----	-----
Rizal.....	22	4,975	389	1	-----	-----	1
Romblon.....	38	2,270	809	-----	-----	-----	-----
Samar.....	112	9,829	984	3	-----	4	2
Sorsogon.....	24	18,164	666	2	1	1	4
Sulu.....	6	1,294	49	-----	-----	-----	-----
Surigao.....	14	3,444	-----	-----	-----	-----	-----
Tarlac.....	32	5,908	465	1	-----	9	9
Tayabas.....	34	18,967	14,876	3	2	5	-----
Union.....	16	11,474	743	-----	-----	7	16
Zambales.....	14	4,806	548	1	-----	7	1
Zamboanga.....	17	2,265	150	-----	1	-----	-----
Total.....	1,780	347,460	48,252	72	10	128	191

¹ Central Luzon Agricultural School.

When compared with statistics for the school year 1920–21, these figures show (1) an increase of 144, or 9 per cent, in the number of garden-day celebrations; (2) an increase of 65,801, or 23 per cent, in the number of pupils exhibiting products at garden-day celebrations; and (3) a decrease of 19,248, or 29 per cent, in the number of farmers exhibiting products at garden-day celebrations.

No. 21.—Nurseries

A table showing, by divisions and for the Islands, the number of trees and plants in school nurseries, and the number distributed during the school year 1921-22.

Division	Nurseries										
	Number of Schools Having Them				Number of Fruit Trees Distributed to People of Communities	Number of Other Trees Distributed to People of Communities	Number of Ornamental Plants Distributed to People of Communities	Number of Fruit Trees Planted by Pupils at Their Homes	Number of Other Trees Planted by Pupils at Their Homes	Number of Ornamental Plants Set out by Pupils at Their Homes	Number of All Kinds of Trees in Nurseries at End of School Year
	Primary	Intermediate	Secondary	Total							
Abra.....	15	5	1	21	1,502	597	588	2,396	565	517	6,126
Agusan.....	49	3	---	52	2,291	524	213	2,935	1,414	860	3,555
Albay.....	21	11	---	32	2,985	1,189	1,178	11,339	3,304	4,355	5,217
Antique.....	24	13	---	37	687	275	967	5,658	897	395	470
Bataan.....	17	3	---	20	1,196	461	512	14,845	1,158	1,779	386
Batanes.....	88	14	---	102	3,601	1,375	1,835	8,135	1,964	2,201	6,127
Batangas.....	188	21	---	209	9,909	3,898	4,849	45,659	13,867	13,985	5,387
Bohol.....	39	2	---	41	564	564	1,100	3,675	840	980	15,162
Bukidnon.....	14	10	---	24	744	397	2,181	8,821	3,502	3,592	385
Bulacan.....	115	16	1	132	6,766	1,711	2,842	4,261	7,534	4,573	3,410
Cagayan.....	35	18	1	54	2,327	373	127	15,061	5,467	4,998	5,724
Camaringes.....	80	26	---	106	12,752	5,617	4,051	48,958	14,734	26,754	2,545
Capiz.....	8	8	---	16	1,144	1,825	1,662	12,282	783	1,600	2,037
Cavite.....	144	28	---	172	6,435	2,197	1,848	15,466	4,149	3,653	2,308
Cebu.....	1	1	1	2	500	200	600	310	150	128	659
C. L. A. S. ¹	17	1	---	18	1,570	1,050	10,355	3,720	885	710	4,590
Cotabato.....	69	7	---	76	3,796	325	1,930	2,506	791	1,600	6,220
Davao.....	111	18	1	130	5,490	3,163	5,092	17,067	6,634	4,230	3,642
Ilocos Norte.....	70	18	---	88	2,386	865	2,367	10,022	3,866	2,024	2,734
Ilocos Sur.....	40	9	---	49	1,680	602	713	22,018	4,691	4,500	1,868
Iloilo.....	32	7	---	39	1,328	569	220	3,742	831	381	1,777
Isabela.....	10	2	---	12	10	---	262	2,885	754	1,692	285
Laguna.....	8	2	---	10	4,638	1,972	3,201	2,994	817	1,183	211
Lanao.....	150	25	1	176	9,757	1,717	2,840	18,808	3,900	9,303	13,682
Leyte.....	---	---	---	---	---	---	---	---	---	---	---
Manila.....	---	---	---	---	20	---	---	7,749	---	---	---
Marinduque.....	27	8	---	35	680	332	78	8,250	644	314	144
Mindoro.....	34	7	---	41	367	101	363	1,657	710	762	926
Misamis.....	20	1	1	22	1,195	120	---	3,671	305	---	6,691
Mountain.....	11	4	---	15	927	138	365	6,004	983	1,499	449
Nueva Ecija.....	15	4	---	19	591	403	426	3,858	1,480	1,080	1,359
Nueva Vizcaya.....	4	10	---	14	302	48	10	19,331	5,210	1,254	238
Occidental Negros.....	20	9	---	29	669	277	377	2,559	972	1,794	577
Oriental Negros.....	8	5	---	13	1,001	399	500	3,162	1,467	673	63
Palawan.....	3	3	1	7	118	125	450	6,680	1,772	3,381	485
Pampanga.....	182	33	---	215	8,562	2,125	1,480	32,786	8,034	6,601	5,811
Pangasinan.....	---	---	---	---	---	---	---	---	---	---	---
Philippine Normal School.....	19	1	1	2	12	6	10	24	22	140	250
Rizal.....	6	5	1	12	1,652	1,240	1,093	11,557	11,045	8,521	651
Romblon.....	98	19	---	118	1,614	2,153	4,073	25,249	10,044	6,570	4,562
Samar.....	80	8	---	88	2,079	662	1,390	3,895	1,883	1,953	3,080
Sorsogon.....	---	2	---	2	365	---	480	263	---	153	3,046
Sulu.....	---	---	---	---	---	---	---	---	---	---	---
Surigao.....	57	9	---	66	2,914	626	2,907	6,786	2,469	1,566	1,709
Tarlac.....	28	27	---	55	7,340	8,930	1,133	22,705	9,285	2,130	8,780
Tayabas.....	54	14	---	68	8,734	1,662	788	42,706	10,723	1,919	6,168
Union.....	40	10	---	50	1,708	182	1,825	32,720	2,927	4,486	2,065
Zambales.....	14	3	---	17	2,906	921	2,103	153	98	658	500
Zamboanga.....	---	---	---	---	---	---	---	---	---	---	---
Total.....	2,064	462	11	2,537	131,260	53,016	71,504	527,054	153,932	141,477	141,834

¹ Central Luzon Agricultural School.

When compared with statistics for the school year 1920-21, these figures show (1) an increase of 235, or 10 per cent, in the total number of school nurseries; (2) an increase of 40,388, or 19 per cent, in the total number of trees and plants distributed by school nurseries; (3) a decrease of 17,608, or 2 per cent, in the total number of trees and plants set out by pupils at their homes; and (4) a decrease of 46,660, or 25 per cent, in the total number of trees in school nurseries at the end of the school year.

No. 22.—*Industrial Enrolment and Production*

A table showing, by divisions and for the Islands, the number of pupils and the estimated value of production in industrial classes of commercial consequence during the school year 1921-22.

Division	Embroidery				Lace				Basketry			
	Number of Pupils			Estimated Value of Production	Number of Pupils			Estimated Value of Production	Number of Pupils			Estimated Value of Production
	Primary	Intermediate	Secondary		Primary	Intermediate	Secondary		Primary	Intermediate	Secondary	
Abra	592	208	9	P1,293.72					1,021	361	22	P3,842.88
Agusan	421	94		804.57					312			842.28
Albay	601	506	47	3,064.47	969	457	23	P2,714.47	2,614	307	21	5,836.44
Anique	1,468	854		4,567.59					1,805	340		2,779.45
Bataan	669	238		690.17					696	251		484.86
Batanes	20	9		84.09	12	8		94.30	18	27		204.30
Batangas	1,085	649		3,663.56	855	617		4,566.00	1,504	887		7,233.69
Bohol	3,225	1,247	21	5,071.40					1,374	881		4,618.17
Bukidnon												
Bulacan	2,001	1,006		7,311.62					2,989	667		4,966.25
Cagayan	1,030	545	46	10,598.62	316	376		1,570.47	3,734	452		15,040.43
Camarines	817	505		3,709.77	1,698	362		2,738.74	1,124	440		2,882.35
Capiz	2,148	1,219	41	8,261.00					1,011	657	13	3,886.73
Cavite	2,040	1,025		5,083.68					1,810	220		2,582.00
Cebu	4,031	1,635	89	3,131.02	1,836	739		2,219.86	5,563	2,130	41	13,986.36
C. L. A. S. I		14		244.70								
Cotabato		19		4.00					954	4		863.63
Davao	106	62		931.22					104	24		139.59
Ilocos Norte	1,174	828	33	9,283.94	660	1,078	48	7,172.94	2,345	406		10,376.66
Ilocos Sur	2,385	1,385	200	4,668.08	277	160		345.20	3,923		74	6,115.70
Iloilo	4,840	2,168	12	6,389.20	30			30.00	2,903	1,197	8	6,838.46
Isabela					1,197	426		1,610.42	276			403.73
Laguna	2,466	1,380	12	4,524.03					3,209	496		3,447.94
Lanao	164	65		236.76					44	6		185.00
Leyte	689	508	49	2,996.10	4,172	1,034	104	8,771.74	6,378			7,459.05
Manila												
Marinduque	1,945	3,422		8,833.64	50			114.78	2,706	3,188		9,377.50
Mindoro	309	277		732.50	133	132		189.52		112		627.56
Misamis	558	163		555.23		186		493.70	252	83		862.37
Mountain	2,042	777		3,521.91		1			3,00	223		1,195.20
	249	49		35.50	24	21		287.04	267	25		124.00

Nueva Ecija.....	192	708.71	1,373	857	3,323.98	5,239	992	6,050.90
Nueva Vizcaya.....	208	1,085.76	283	302	1,165.90	2,376	89	1,071.00
Occidental Negros.....	1,800	5,521.13	794	383	1,389.90	2,798	339	3,150.77
Oriental Negros.....	1,484	1,454.86	29	41	109.71	582	11	1,194.78
Palawan.....	39	248.69	435	263	949.84	1,128	100	1,390.43
Pampanga.....	335	1,542.26	2,212	18	3,771.70	4,385	274	1,894.95
Pangasinan.....	3,184	28,788.69	2,212	18	3,771.70	4,385	1,177	12,316.55
Philippine Normal School.....	133	861.47					33	27.60
P. S. A. T. :	75							
Rizal.....	989	1,391.92				3,131	683	2,155.10
Romblon.....	130	1,348.95	191	62	223.72	578	114	1,663.20
Samar.....	10	3,634.56	2,223	49	4,181.56	2,159	443	4,732.22
Sorsogon.....	541	1,725.15	1,269	440	3,954.00	988	200	4,014.98
Sulu.....	53	82.80				576		492.36
Surigao.....	448	496.68				623		459.80
Tarlac.....	815	6,042.86				1,198	625	3,632.80
Tayabas.....	647	1,858.12	1,781	481	5,342.88	4,063	350	16,460.49
Union.....	1,832	6,274.71				915	798	5,665.95
Zambales.....	605	3,579.70				1,376	382	3,319.48
Zamboanga.....	174	272.50	19	14	40.76	412	82	345.37
Total.....	33,210	1,071	22,338	8,507	57,356.13	80,594	21,142	187,730.31

1 Central Luzon Agricultural School.

2 Philippine School of Arts and Trades.

No. 22.—Industrial Enrolment and Production—Continued

Division	Municipal Shops			Provincial Trade Schools or Provincial School Shops			Miscellaneous			Total	
	Number of Pupils			Number of Pupils			Number of Pupils			Enrolment	Estimated Value of Production
	Primary	Interme- diate	Second- ary	Primary	Interme- diate	Second- ary	Primary	Interme- diate	Second- ary		
Abrera.....							1,476	13		3,702	₱5,775.11
Agusan.....		16					651	74		1,568	3,093.46
Albay.....				102			18,918.96	90	114	5,851	31,694.84
Antique.....		89		91			1,573.35	84		9,327	10,242.50
Bataan.....		54								1,908	1,520.83
Batanes.....		22					224	5		345	1,496.07
Batangas.....		514			106	29	4,987	136		11,319	38,276.18
Bohol.....		432			120		14,264.80	83		18,288	28,682.40
Bukidnon.....	8	16	10							84	28,938.18
Bulacan.....		397			99		7,229.74	216		19,569	28,678.85
Cagayan.....		73			93		9,189.11	202		8,365	44,490.94
Camarines.....					102		18,532.30	468		5,673	31,891.26
Caniz.....		322			108		10,405.78	393		10,123	32,016.71
Cavite.....		118			234		1,623	234		7,070	9,590.38
Cebu.....		383			111		27,146.50	67		16,333	49,216.36
C. L. A. S. 1.....										38	2,644.70
Cotabato.....	4	20					2,520	59		3,556	3,533.63
Dayao.....	18						469	43		826	1,670.87
Ilocos Norte.....	413			19			6,076.26			9,128	39,638.90
Ilocos Sur.....	479			110			10,307.02	173		17,081	27,323.69
Iloilo.....	346			111			15,880.78	483		23,862	34,755.22
Isabela.....		80			80		4,694.02	491		2,470	7,118.45
Laguna.....	678			40			1,885.02	4,052		12,333	15,615.22
Lanao.....	30									1,783	1,712.32
Leyte.....	367			191		52	27,380.32	9,136	925	23,623	65,710.14
Manila.....	94						3,463			15,863	20,093.12
Marinduque.....	203						2,399	59		4,022	5,671.20
Mindoro.....	41						2,522	164		3,983	8,883.81
Misamis.....	101						2,548	214		6,302	16,145.28
Mountain.....	15	76	9				1,399	27		712	4,697.96
Nueva Ecija.....							6,763			15,632	13,657.82
Nueva Vizcaya.....		77			76		1,679.45			1,473	5,435.91
Occidental Negros.....	12	393					2,337	226		9,953	14,123.22

Oriental Negros.....	36	42	480.24	71	8,923.90	1,736	394	14	3,125.61	5,152	16,574.23
Palawan.....	5	136	1,369.20	100	810.29	1,489	51	---	1,288.81	2,613	5,757.13
Pampanga.....	41	2	224.29	145	1,589.90	1,070	73	---	1,850.08	4,674	8,051.32
Pangasinan.....	245	---	24,142.86	162	31	23,227	1,238	162	39,685.19	41,237	141,849.38
Philippine Normal School.....	---	---	---	---	---	285	40	5	88.50	668	141,477.57
P. S. A. T. z	---	---	---	177	388	43,995.75	---	---	---	965	43,993.75
Rizal.....	202	---	805.20	89	---	804.60	162	---	1,792.88	10,066	6,949.70
Romblon.....	50	---	5,866.99	---	---	---	90	---	1,361.25	3,303	10,464.11
Samar.....	339	---	7,514.33	121	---	---	99	9	5,133.47	11,876	46,429.34
Sorsogon.....	172	---	1,033.20	76	---	11,693.13	11,138	222	4,252.30	15,249	26,672.76
Sulu.....	---	---	---	---	---	---	191	30	537.96	5,860	1,113.11
Surigao.....	---	---	---	138	---	3,654.67	425	105	1,253.80	1,923	5,864.95
Tarlac.....	12	---	5,738.55	86	---	7,493.76	2,988	---	955.80	7,503	23,864.77
Tayabas.....	202	---	1,359.46	243	---	3,500.16	8,001	430	29,663.94	17,355	58,190.05
Union.....	402	---	1,091.68	72	46	10,453.58	2,018	68	326.02	8,456	23,811.94
Zambales.....	48	---	466.00	117	---	2,418.41	1,535	19	1,227.63	5,186	11,011.22
Zamboanga.....	---	---	---	96	---	23,105.56	1,024	---	90.00	2,039	23,854.19
Total.....	391	83	109,775.67	3,331	565	371,475.24	166,801	7,897	167,536.14	410,858	1,060,565.10

¹ Central Luzon Agricultural School.

² Philippine School of Arts and Trades.

When compared with statistics for the school year 1920-21, the figures in Table 22 show (1) an increase of 11,528, or 15 per cent, in the number of pupils taking embroidery; (2) a decrease of ₱20,851.36, or 11 per cent, in the estimated value of production in embroidery; (3) an increase of 5,748, or 23 per cent, in the number of pupils taking lace making; (4) an increase of ₱1,621.48, or 3 per cent, in the estimated value of production in lace making; (5) an increase of 22,816, or 29 per cent, in the number of pupils taking basketry; (6) an increase of ₱21,056.00, or 13 per cent, in the estimated value of production in basketry; (7) an increase of 978, or 11 per cent, in the number of pupils enrolled in municipal shops; (8) a decrease of ₱25,122.40, or 19 per cent, in the estimated value of the output of municipal shops; (9) an increase of 325, or 9 per cent, in the number of pupils enrolled in provincial trade schools and provincial-school shops; and (10) an increase of ₱41,098.38, or 12 per cent, in the value of the output of provincial trade schools and provincial-school shops.

No. 23.—*Voluntary Contributions*

A table showing, by divisions and for the Islands, the details of voluntary contributions for public-school purposes, school year 1921-22.

Division	Form and Amount of Donation						Amount Devoted To—					
	Money	Materials	Labor	Land	Miscellaneous	Total	Salaries	Buildings and Grounds	Libraries	Athletics	Miscellaneous	Balance on Hand
Pangasinan	938,399.31	331,989.48	220,101.57	224,061.00	9950.90	175,502.26	441,167.36	856,008.36	9,636.69	99,010.30	66,852.29	222,897.26
Leyte	11,052.87	50,692.85	31,636.50	4,180.00	3,969.00	101,581.22	1,556.00	92,683.35	104.53	4,186.22	2,748.97	5,929.18
Cebu	87,171.04	22,468.71	16,687.00	10,511.20	1.80	186,893.75	---	57,489.30	10,226.52	7,197.58	6,073.57	1,892.48
Bonhol	15,240.92	30,387.24	21,689.88	2,911.50	2,148.74	72,378.28	---	66,629.91	331.78	1,843.46	2,038.57	1,479.56
Samar	17,674.50	22,657.80	17,711.00	9,495.00	1,225.00	68,768.30	720.00	64,102.30	440.00	546.00	2,550.00	105.00
Cagayan	11,845.23	22,054.48	19,855.46	9,167.10	1,932.40	64,855.67	243.90	55,051.98	2,038.72	575.15	5,999.50	1,046.47
Laguna	30,628.81	8,480.60	8,327.84	7,290.00	4,110.94	59,123.19	3,123.00	37,890.24	1,021.50	1,676.72	11,977.30	3,429.43
Pampanga	44,023.81	2,668.39	2,650.00	4,750.00	827.38	56,321.58	3,183.91	40,190.25	1,101.97	3,919.79	1,500.30	7,582.46
Iloos Sur	25,743.47	10,787.90	5,237.50	4,898.20	2,224.72	38,921.79	1,585.42	24,778.76	4,123.62	2,913.79	7,534.82	7,333.88
Sorsogon	5,692.47	16,734.47	14,169.30	1,225.00	1,101.95	38,923.19	283.87	34,949.32	475.13	868.19	2,032.90	313.98
Iloilo	11,938.77	10,703.00	9,608.00	6,110.00	474.54	38,292.31	1,475.64	32,403.80	691.39	1,195.83	485.38	2,050.27
Tayabas	13,198.00	15,014.99	7,514.99	1,105.00	628.75	37,551.64	189.00	32,435.00	1,003.63	1,359.32	1,175.00	1,196.29
Capiz	16,171.42	7,014.25	6,437.50	4,407.50	2,601.85	37,392.88	4,223.05	21,436.62	1,046.00	5,877.92	3,073.91	1,155.25
Batangas	21,622.35	8,584.60	8,832.57	2,800.00	1,038.00	37,130.52	16,650.00	14,512.67	1,044.07	1,369.35	3,063.13	899.30
Nueva Ecija	13,662.55	13,594.50	7,343.00	673.00	1,286.87	36,561.92	---	29,424.63	2,713.03	2,969.04	722.57	732.86
Union	21,921.97	9,330.05	4,347.70	784.00	671.47	36,453.59	4,703.01	21,578.77	1,969.26	1,689.09	4,190.74	2,343.72
Tarlac	13,893.00	10,869.60	6,436.29	3,357.00	786.00	35,376.89	1,996.98	13,841.34	1,067.54	1,069.49	6,424.38	1,467.01
Zambales	20,670.98	8,499.30	2,070.00	2,945.00	493.31	34,686.68	317.59	30,612.25	1,153.00	443.19	1,400.40	1,400.40
Rizal	6,794.75	14,693.00	9,223.10	2,845.00	1,368.58	32,075.43	---	26,246.94	182.62	413.09	4,723.68	2,138.00
Isabela	---	---	---	---	---	---	---	24,638.95	1,991.42	3,742.53	1,269.79	412.74
Iloos Norte	15,724.57	15,724.57	9,898.47	2,670.00	2,609.45	30,822.49	---	28,303.04	---	---	2,529.45	---
Bulacan	12,545.24	3,710.11	2,825.00	7,593.00	2,062.24	23,725.59	---	20,493.99	1,927.56	3,511.63	2,570.24	982.17
Misamis	18,406.18	11,222.00	2,772.00	3,655.00	482.00	28,119.18	3,050.00	28,985.00	95.00	221.55	2,702.10	1,882.63
Cavite	6,389.40	8,027.57	8,410.19	240.00	1,889.28	24,986.44	---	18,756.61	1,761.55	1,853.33	2,196.72	386.23
Antique	---	---	---	---	---	---	---	---	---	---	---	---
Occidental Negros	9,325.97	8,060.75	3,400.50	1,600.00	1,000.45	23,587.67	5,021.62	9,590.00	1,319.17	4,502.17	3,056.50	98.21
Mountain	1,970.00	12,890.28	7,527.50	---	866.75	22,484.53	577.80	20,834.00	---	---	333.43	---
Orizental Negros	4,996.76	6,877.43	1,790.00	1,790.00	77.45	17,054.61	117.80	16,011.55	212.84	1,177.73	886.84	74.24
Davao	6,116.79	5,180.20	6,866.80	---	---	18,183.79	---	17,060.79	---	23.00	93.00	1,067.00
Camarines	2,821.97	6,363.85	4,497.60	3,520.00	337.69	17,041.11	---	13,617.75	175.60	963.50	2,184.44	99.92
Nueva Vizcaya	1,850.08	7,310.00	5,250.00	---	---	14,410.08	---	12,560.00	672.10	887.53	186.88	103.57
Mindoro	3,860.25	4,971.50	3,263.00	2,190.00	422.27	14,207.02	---	12,354.25	742.77	307.00	663.00	140.00

Albay	708.20	6,295.00	3,110.00	1,020.00	457.00	11,590.20	10,766.20	10.50	796.00	17.50
Surigao	283.88	4,340.10	3,924.60	2,400.00	---	10,948.58	10,948.58	---	---	---
Romblon	2,794.48	6,310.50	432.50	200.00	317.51	10,054.99	7,556.73	50.00	327.01	2,041.25
Bataan	7,767.55	214.00	1,000.00	900.00	---	9,881.55	1,900.00	1,965.73	2,856.08	2,397.55
Marinduque	4,574.43	2,157.30	1,446.00	950.00	328.12	9,468.85	5,235.55	730.47	806.46	762.19
Zamboanga	1,405.00	2,653.00	2,752.00	1,570.00	376.00	8,756.00	8,380.00	7.00	100.00	532.53
Bukidnon	---	4,425.00	2,947.00	---	80.00	7,452.00	7,222.00	---	230.00	---
Agusan	---	3,871.50	3,431.50	---	---	7,303.00	7,288.00	---	15.00	---
Palawan	3,730.03	1,695.00	1,630.05	208.00	---	7,263.08	6,433.05	163.79	255.27	51.89
Abra	2,924.19	1,844.00	1,291.60	100.00	402.25	6,562.04	3,989.07	---	546.75	1,351.00
Sulu	210.00	2,000.00	350.00	200.00	---	2,760.00	2,550.00	---	125.00	---
Cotabato	482.29	268.75	842.00	50.00	223.54	1,866.58	1,052.65	56.00	222.73	---
Batanes	312.78	160.00	660.00	---	---	1,132.78	820.00	13.50	361.96	---
C. L. A. S. I.	960.00	---	---	---	---	960.00	---	960.00	125.90	102.38
Lanao	9.40	---	495.00	---	---	808.15	390.75	---	---	---
Total	549,634.92	461,181.33	310,570.68	137,306.50	39,417.20	1,498,110.63	1,105,896.15	52,447.73	103,304.61	73,731.29

1 Central Luzon Agricultural School.

When compared with statistics for the school year 1920-21, these figures show (1) an increase of ₱150,986.29 in the total of voluntary contributions; (2) an increase of ₱84,340.26 in the amount devoted to salaries; (3) an increase of ₱120,021.55 in the amount of voluntary contributions devoted to buildings and grounds; (4) an increase of ₱12,031.26 in the amount devoted to libraries; and (5) a decrease of ₱8,707.45 in the amount devoted to athletics.

The rate of increase in the total of voluntary contributions was 11 per cent; in the amount of voluntary contributions devoted to salaries, 1,251 per cent; in the amount of voluntary contributions devoted to buildings and grounds, 12 per cent; in the amount of voluntary contributions devoted to libraries, 30 per cent.

The rate of decrease in the amount of voluntary contributions devoted to athletics was 11 per cent.

No. 24.—*School Health Work*

A table showing, by divisions and for the Islands, statistics on health work in the public schools during 1922.

Division	Number of Schools in Which Pupils Were Examined or Inspected	Number of Pupils Examined or Inspected				Number of Nurses Visiting Schools and Rendering Service to Pupils				Number of Schools Visited				Number of Nurses Visiting Homes of Pupils			Number of Homes of Pupils Visited by Supervising Teachers of Hygiene and Sanitation	Number of Schools in Which Dental Clinics Were Held	With Trained Nurses		Number of School Dispensaries		
		By District Health Officers				By Municipal District Health Officers				By Supervising Teachers of Hygiene and Sanitation				By Red Cross Nurses					Provincial and Municipal Nurses	Supervising Teachers of Hygiene and Sanitation		Red Cross Nurses	
		By District Health Officers	By Municipal District Health Officers	By Supervising Teachers of Hygiene and Sanitation	By Red Cross Nurses	By District Health Officers	By Municipal District Health Officers	By Supervising Teachers of Hygiene and Sanitation	By Red Cross Nurses	By Provincial and Municipal Nurses	By Supervising Teachers of Hygiene and Sanitation	By Red Cross Nurses											
Abra	12	1,880	3,730	1,971	416	1	1	1	1	12	33	31	1	1	1	70	1	1	1				
Agusan	46	2,809	2,778	1,867	1,724	3	1	1	1	7	121	13	1	1	1	688	13	1	1				
Albay	156	6,525	15,300	12,867	3,162	3	1	1	1	1	49	2	6	1	1	369	4	1	1				
Antique	52	2,266	4,375	8,842	1,724	10	1	1	1	8	1	1	1	1	1	1	1	1	1				
Bataan	9	978	1,867	8,842	3,162	10	1	1	1	8	1	1	1	1	1	1	1	1	1				
Batanes	9	978	1,867	8,842	3,162	10	1	1	1	8	1	1	1	1	1	1	1	1	1				
Batangas	81	8,947	8,947	1,701	3,162	3	1	1	1	30	1	1	1	1	1	1	1	1	1				
Bohol	71	3,148	11,274	1,701	3,162	5	1	1	1	19	40	32	3	1	1	119	2	2	2				
Bukidnon	15	599	19,897	1,701	3,162	12	1	1	1	56	11	10	10	1	1	1	1	1	1				
Bulacan	132	1,436	19,897	1,701	3,162	11	1	1	1	26	4	4	4	1	1	1	1	1	1				
Cagayan	89	231	13,787	291	3	22	1	1	1	38	4	4	10	1	1	1	1	1	1				
Camarines Norte	13	3	3,056	291	3	1	1	1	1	9	53	6	4	1	1	302	1	1	1				
Camarines Sur	79	336	11,110	245	291	4	1	1	1	4	1	1	1	1	1	1	1	1	1				
Capiz	97	4,120	18,064	13,519	645	4	1	1	1	4	1	1	1	1	1	1	1	1	1				
Cavite	53	405	10,794	13,519	645	4	1	1	1	4	1	1	1	1	1	1	1	1	1				
Cebu	165	4,979	22,207	877	3,583	7	1	1	1	2	9	12	2	2	2	85	8	1	1				
C. I. A. S. I	2	250	300	200	200	1	1	1	1	1	1	1	1	1	1	1	1	1	1				
Cotabato	62	588	2,708	896	1,468	1	1	1	1	3	12	13	1	1	1	29	60	1	1				
Davao	33	157	1,912	896	1,468	1	1	1	1	16	56	1	6	1	1	1	1	1	1				
Ilocos Norte	65	607	7,128	19,409	896	5	1	1	1	1	1	1	1	1	1	1	1	1	1				
Ilocos Sur	143	12,211	12,953	22,953	814	2	1	1	1	31	143	23	3	1	1	139	3	1	1				
Iloilo	169	5,331	38,270	22,591	814	4	1	1	1	21	80	23	3	1	1	200	4	1	1				
Isabela	39	2,229	6,357	400	4,627	2	2	2	2	50	4	60	1	1	1	2	8	1	1				
Laguna	79	10,057	13,127	400	4,627	2	2	2	2	50	4	60	1	1	1	2	8	1	1				
Lanao	102	1,147	1,147	400	8,017	1	1	1	1	2	4	32	1	1	1	1	1	1	1				

	1 Central Luzon Agricultural School.					2 Philippine Normal School.					3 Philippine School of Arts and Trades.				
	100	3,648	11,045	70	2,592	7	1	18	2	7	12	23,617	13		
Leyte.....	41	20,835	27,000	---	---	1	---	41	---	---	---	---	1	---	---
Manila.....	14	1,000	2,124	---	---	1	---	4	---	1	---	---	2	---	---
Marinduque.....	20	284	1,433	---	---	---	---	---	---	---	---	---	---	---	---
Masbate.....	55	183	3,341	10,529	---	---	1	---	55	---	1	786	---	1	---
Mindoro.....	71	4,642	7,599	---	---	5	---	23	---	2	---	---	9	---	---
Misamis.....	69	4,611	3,751	---	---	2	---	7	---	1	---	---	3	---	1
Mountain.....	68	725	11,486	---	---	2	---	---	---	---	---	---	6	---	27
Nueva Ecija.....	33	1,689	11,164	---	1,114	3	---	19	42	2	1	---	15	---	---
Nueva Vizcaya.....	52	---	14,763	---	---	2	---	10	---	3	---	---	---	---	---
Occidental Negros.....	87	5,514	6,198	4,942	---	5	1	32	43	5	1	144	5	2	---
Palawan.....	30	504	955	---	---	4	---	11	---	---	---	---	1	---	---
Pampanga.....	67	610	15,416	---	962	6	---	12	5	4	2	---	18	---	---
Pangasinan.....	2	---	30,000	---	1,456	4	1	2	115	4	1	86	2	---	---
P. N. S.:	2	1,794	---	---	---	2	---	2	---	---	---	---	1	---	---
P. S. A. T.:	1	1,212	---	---	---	2	---	7	---	---	---	---	---	1	---
Rizal.....	63	4,557	11,404	---	849	7	---	7	8	7	7	---	10	---	2
Romblon.....	41	339	6,113	---	---	1	---	2	---	1	---	---	---	---	---
Sanar.....	141	7,134	12,667	8,652	1,846	6	1	3	105	3	3	---	14	---	---
Sorsogon.....	42	837	8,211	---	---	---	---	---	---	---	---	---	---	---	---
Sulu.....	47	---	5,352	---	5,746	9	---	30	20	9	2	---	---	14	---
Surigao.....	32	---	2,546	---	996	1	---	4	6	1	1	---	---	---	4
Tarlac.....	105	1,455	14,555	---	---	6	---	26	---	2	---	---	5	---	---
Tayabas.....	45	6,836	6,554	450	---	6	1	8	1	2	1	---	4	---	1
Union.....	84	1,319	15,418	17,340	---	1	1	14	70	1	1	193	---	1	---
Zambales.....	35	428	4,556	---	---	---	---	---	---	---	---	---	---	---	---
Zamboanga.....	56	1,538	3,841	400	1,992	3	1	30	9	3	1	100	6	1	---
Total.....	3,174	120,970	426,838	168,854	42,303	177	19	37	987	115	17	27,378	216	27	122

When compared with statistics for the previous year these figures show (1) an increase of 707 in the number of schools in which pupils were examined; (2) an increase of 3,026 in the number of pupils examined by district health officers; (3) an increase of 77,616 in the number of pupils examined by municipal district health officers; (4) a decrease of 3,877 in the number of pupils examined by supervising teachers of hygiene and sanitation; (5) an increase of 23,187 in the number of homes of pupils visited by supervising teachers of hygiene and sanitation; and (6) an increase of 132 in the number of schools in which dental clinics were held.

The rate of increase in the number of schools in which pupils were examined was 29 per cent; in the number of pupils examined by district health officers, 3 per cent; in the number of pupils examined by municipal district health officers, 22 per cent; in the number of homes of pupils visited by supervising teachers of hygiene and sanitation, 553 per cent; in the number of schools in which dental clinics were held, 157 per cent.

The rate of decrease in the number of pupils examined by supervising teachers of hygiene and sanitation was 2 per cent.

No. 25.—*Junior Red Cross Activities*¹

A table showing, by divisions and for the Islands, the estimated enrolment of public-school children in the Junior Red Cross, the amount of contributions of public-school children to the Junior Red Cross, the number of Junior Red Cross dentists working in public schools, the number of public-school children inspected by Junior Red Cross dentists, and other relevant information, for the year 1922.

Division	Estimated Enrolment of Public-School Children in Junior Red Cross	Contributions of Public-School Children to Junior Red Cross	Number of Junior Red Cross Dentists Working in Public Schools	When Junior Red Cross Dental Work in Public Schools Started	Number of Public-School Children Inspected by Junior Red Cross Dentists	Number of Public-School Children Treated by Junior Red Cross Dentists	Number of Ex-tractions Made by Junior Red Cross Dentists	Number of Fillings Put in by Junior Red Cross Dentists	Number of Cleanings Made by Junior Red Cross Dentists	Number of Red Cross Tooth-brushes Sold in Public Schools	Number of Junior Red Cross Medicine Cabinets Placed in Public Schools	Number of Drinking Fountains Installed in Public Schools by Junior Red Cross	Cost of Cloth Purchased by Junior Red Cross for Clothing for Children in Non-Christian Schools
Abra.....	7,709	P1,840.60	---	---	---	---	---	---	---	---	---	---	P327.53
Agusan.....	3,800	700.00	---	---	---	---	---	---	---	---	---	---	---
Albay.....	24,592	1,638.80	---	---	---	---	---	---	---	---	---	---	---
Antique.....	10,268	1,319.57	1	October, 1922	1,248	995	257	374	269	360	---	---	---
Bataan.....	5,699	351.60	---	---	---	---	---	---	---	---	---	---	---
Batanes.....	1,082	132.30	---	---	---	---	---	---	---	---	---	---	---
Batangas.....	14,923	2,667.70	---	---	---	---	---	---	---	---	---	---	---
Bohol.....	36,297	6,691.20	1	September, 1922	949	469	383	615	572	576	---	---	---
Bukidnon.....	3,015	481.70	---	---	---	---	---	---	---	---	---	---	---
Bulacan.....	12,870	4,320.28	1	October, 1922	795	591	392	740	512	216	10	---	---
Cagayan.....	4,997	3,346.00	---	---	---	---	---	---	---	---	---	---	---
Camarines.....	11,988	2,363.07	---	---	---	---	---	---	---	---	---	---	---
Capiz.....	15,186	816.69	---	---	---	---	---	---	---	---	---	---	---
Cavite.....	17,501	1,390.80	---	---	---	---	---	---	---	---	---	---	---
Cebu.....	8,980	9,174.96	2	December, 1922 September, 1922	165 2,613	146 1,311	277 892	46 811	67 1,275	360 792	---	---	---
C. L. A. S. ²	600	85.60	---	---	---	---	---	---	---	---	---	---	---
Cotabato.....	1,200	189.90	---	---	---	---	---	---	---	---	---	---	---
Davao.....	2,500	448.30	---	---	---	---	---	---	---	---	---	---	---
Ilocos Norte.....	25,705	3,459.80	---	---	---	---	---	---	---	---	---	---	---
Ilocos Sur.....	32,587	4,159.50	1	September, 1922	1,406	1,067	811	2,648	748	576	---	---	---
Iloilo.....	36,813	6,131.04	1	October, 1922	521	495	470	751	446	216	---	---	---
Isabela.....	6,200	899.38	---	---	---	---	---	---	---	---	---	---	---
Laguna.....	22,092	1,822.60	1	November, 1922	236	236	182	45	92	360	5	---	---

Lanao.....	4,111	659.10	1	August, 1922	3,154	1,821	1,052	1,068	399	360	157.50
Leyte.....	7,197	1,806.80	2	June, 1922	3,650	3,352	2,016	2,820	1,365	360	---
Manila.....	48,689	8,630.25	---	---	---	---	---	---	---	---	---
Marinduque.....	4,500	786.45	---	---	---	---	---	---	---	---	---
Masbate.....	6,240	974.00	---	---	---	---	---	---	---	---	---
Mindoro.....	8,512	889.38	1	September, 1922	1,350	828	403	551	686	576	---
Misamis.....	8,954	2,227.90	1	September, 1922	1,775	1,177	519	1,762	1,296	576	---
Mountain.....	4,581	660.74	1	September, 1922	1,775	1,177	519	1,762	1,296	576	---
Nueva Ecija.....	32,080	647.50	---	---	---	---	---	---	---	27	---
Nueva Vizcaya.....	4,633	511.34	---	---	---	---	---	---	---	---	---
Ocidental Negros.....	18,363	2,475.55	1	June, 1922	3,205	2,536	1,746	384	516	564	534.00
Oriental Negros.....	10,000	2,194.20	1	June, 1922	1,811	1,644	295	1,072	313	576	---
Palawan.....	2,320	320.00	---	---	---	---	---	---	---	---	---
Pampanga.....	27,142	3,736.04	1	August, 1922	3,147	2,143	373	1,750	665	504	---
Pangasinan.....	50,125	5,538.70	1	November, 1922	1,225	959	181	1,764	569	216	---
Philippine Normal School.....	2,098	651.80	1	October, 1922	737	609	291	362	169	2	---
P. S. A. T. ³	878	21.30	---	---	---	---	---	---	---	---	---
Rizal.....	18,801	3,821.67	1	June, 1922	2,508	2,228	2,221	1,323	654	---	---
Romblon.....	6,475	1,405.50	---	---	---	---	---	---	---	---	---
Samar.....	21,590	3,556.00	1	July, 1922	5,842	1,236	1,515	130	41	576	1,120.00
Sorsogon.....	9,685	738.03	---	---	---	---	---	---	---	10	---
Sulu.....	449	152.83	---	---	---	---	---	---	---	---	---
Surigao.....	9,196	1,429.32	---	---	---	---	---	---	---	15	---
Tarlac.....	19,045	2,666.80	---	---	---	---	---	---	---	---	---
Tayabas.....	23,332	4,334.42	1	October, 1922	885	614	933	256	885	240	---
Union.....	8,500	1,248.62	---	---	---	---	---	---	---	---	---
Zambales.....	8,295	1,867.16	---	---	---	---	---	---	---	---	---
Zamboanga.....	6,000	948.82	• 1	August, 1922	1,277	1,372	325	464	197	216	---
Total.....	674,445	125,600.46	23	---	38,500	25,829	15,544	13,636	11,736	8,580	3,293.43

¹ Figures furnished by the Secretary of the Junior Red Cross, Philippines Chapter.

² Central Luzon Agricultural School.

³ Philippine School of Arts and Trades.

When compared with statistics for the previous year, the figures in the second column above show an increase of 211.04 per cent in the total amount of contributions of public-school children to the Junior Red Cross.

A table showing, by divisions and for the Islands, the number of school sites, their classification, their area, their estimated value, and the method of acquisition (December 31, 1922).

Division	Number of School Sites				Area of School Sites in Square Meters				Estimated Value of School Sites				Summary		How Acquired			
	Municipal				Municipal				Municipal				Number	Area in Square Meters	Estimated Value	By Donation	By Purchase	By Reservation
	Central		Barrio		Central		Barrio		Central		Barrio							
	First-Class	Second-Class	Third-Class		Insular and Provincial	Central	Barrio	Insular and Provincial	Central	Barrio								
	Insular and Provincial	First-Class	Second-Class	Third-Class		Insular and Provincial	Central	Barrio	Insular and Provincial	Central	Barrio	Number	Area in Square Meters	Estimated Value	By Donation	By Purchase	By Reservation	
Abra.....	2	11	2	2	635,431.00	255,310.30	218,071.00	P23,150.00	P9,648.15	P3,950.00	56	1,118,812.30	P41,748.15	32	14	10		
Agusan.....	3	14	4	8	6,282,582.00	120,639.58	143,525.00	45,950.00	12,750.00	2,840.00	126	6,546,746.58	61,540.00	6	2	39		
Albay.....	3	14	9	31	331,891.00	44,593.80	409,566.75	9,019.52	20,385.00	23,867.60	47	3,896,334.55	52,772.12	57	48	21		
Antique.....	3	9	2	4	12,982.23	127,736.62	275,764.60	1,500.00	9,610.00	10,705.00	86	416,493.45	21,815.00	52	15	19		
Bataan.....	1	10	2	4	1,918.00	209,717.76	56,560.65	5,590.00	12,710.00	3,230.00	31	268,196.41	16,530.00	18	11	2		
Batanes.....	3	5	2	2	102,830.00	2,157.00			1,242.30	110.00	8	104,987.00	1,352.30	3		5		
Batangas.....	1	25	1	23	32,391.00	351,990.00	271,099.50	7,000.00	39,193.90	15,780.00	91	655,480.50	61,973.90	61	24	6		
Bohol.....	2	31	9	15	171,205.00	170,155.01	809,801.00	9,500.00	15,943.00	22,845.04	212	1,657,191.01	48,294.04	123	80	9		
Bukidnon.....	23	6	2	1	323,373.00	1,006,830.00			4,500.00	7,800.00	116	1,530,203.00	12,300.00			15		
Bulacan.....	23	5	3	21	354,595.55	365,665.90			57,248.28	41,328.82	115	730,261.45	98,575.10	71	42	3		
Cagayan.....	3	21	6	9	108,417.00	359,543.55	1,069,490.23	8,210.00	15,362.80	22,690.00	191	1,537,450.78	46,262.80	136	39	16		
Camagines Norte.....	7	15	11	4	19,310.42	97,050.50			4,953.00	3,695.00	30	178,360.92	8,649.00	20	6	9		
Camagines Sur.....	1	26	4	13	82,600.00	155,556.00	232,833.79	8,200.00	19,634.00	6,085.00	86	500,496.79	33,948.00	53	19	14		
Capiz.....	2	15	4	11	400,940.00	287,743.00	1,594,300.64	18,424.00	20,476.17	24,599.97	214	2,282,997.64	81,410.14	174	25	28		
Cavite.....	2	13	1	12	86,983.00	295,609.37	178,338.51	3,425.00	57,626.00	24,594.00	74	560,940.88	85,645.00	29	37	8		
Cebu.....	1	44	8	25	78,450.00	673,420.66	1,125,421.54	112,725.00	52,390.04	46,801.28	301	1,877,292.20	211,916.32	184	64	53		
C. L. A. S. i.....	1	19	1	1	6,578,528.68			259,942.34			1	6,578,529.68	259,942.34		1	8		
Davao.....	1	19	1	2	101,814.00	2,141,075.75	26,729,993.00	5,000.00	110,100.00	157,742.00	99	28,972,882.75	272,842.00	8	7	84		
Del Norte.....	2	14	6	8	415,419.00	936,473.00	6,483,372.37	13,360.00	11,568.00	30,169.28	68	7,439,847.37	71,734.28	12	5	51		
Ilocos Norte.....	2	14	6	8	415,419.00	213,113.00	1,718,484.45		14,676.10	49,728.56	211	2,347,016.45	77,754.66	169	29	13		
Ilocos Sur.....	3	25	7	13	7,320.00	333,335.65	1,732,550.26	4,840.00	20,727.34	40,495.01	204	2,173,235.91	66,082.35	142	40	22		
Iloilo.....	2	39	1	11	100,443.00	644,801.67	1,632,381.90	40,343.00	123,480.35	39,408.44	235	2,377,626.57	208,231.79	234	36	25		
Ishabela.....	2	13	2	3	128,152.00	318,876.00	673,898.00	2,530.00	4,350.00	8,965.00	64	1,119,426.00	16,045.00	20	18	26		
Laguna.....	1	24	4	16	6,000.00	138,812.25	234,218.50	24,000.00	132,330.00	33,438.00	91	723,030.75	189,768.00	30	46	30		
Lanao.....	7	19	5	2	1,862,530.00	2,189,343.46	6,451,600.00	5,860.00	6,814.33	10,230.00	84	10,503,470.48	22,954.33	8	45	30		

Province	1	4	15	19	166	63	177	292,204.86	705,001.38	1,725,247.37	10,000.00	51,520.00	45,327.00	482	2,722,453.61	106,847.00	361	56	65
LeYTE	1	1	10	12	---	---	---	74,426.20	73,468.98	---	445,824.57	1,010,215.09	---	23	247,886.18	1,456,039.66	7	11	5
Manila	1	5	1	3	---	---	---	78,276.74	13,230.00	---	3,000.00	---	---	10	108,275.74	16,230.00	6	2	2
Marinduque	1	4	2	---	27	2	---	177,110.00	74,058.33	215,650.00	---	2,170.00	4,172.00	68	466,818.33	6,842.00	36	3	1
Masbate	1	12	1	3	33	4	14	120,000.00	174,071.00	377,863.00	1,200.00	4,560.00	5,250.00	68	671,934.00	11,305.00	43	5	20
Mindoro	1	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
MISAMIS	1	5	1	---	3	3	1	75,487.00	118,065.00	42,504.00	6,000.00	8,550.00	865.00	14	236,056.00	15,415.00	3	7	4
Mountain	8	3	4	3	3	3	1	2,643,020.00	76,571.00	3,919,063.00	42,350.00	7,329.85	7,329.85	23	6,638,674.00	50,464.85	---	3	21
Nueva Ecija	1	18	6	1	16	8	3	35,086.00	233,228.58	155,756.00	600.00	18,350.00	5,560.00	53	454,069.88	24,410.00	31	17	5
Nueva Vizcaya	4	15	1	2	31	---	2	1,884,803.00	1,724,687.00	922,242.00	17,600.00	14,590.00	5,910.00	60	4,530,302.00	38,060.00	---	1	54
Occidental Negros	1	18	4	9	44	24	3	51,462.00	473,446.46	688,410.88	11,910.00	64,546.30	33,510.00	103	1,213,308.34	109,975.60	52	21	30
ORIENTAL NEGROS	1	15	6	5	15	19	53	15,250.73	202,685.75	353,791.39	15,250.00	31,834.50	8,418.19	114	571,727.87	55,502.69	55	17	42
Palaian	3	1	2	---	9	12	7	2,060,916.60	145,352.76	228,732.57	12,700.00	2,802.32	1,045.00	31	2,438,062.23	16,547.82	4	3	24
Pangasinan	2	19	5	9	51	14	18	41,812.66	341,123.06	476,834.67	17,448.00	66,020.14	123,508.00	113	14,869,075.38	256,276.74	82	28	8
Rangas	4	49	4	10	284	21	14	676,351.00	826,604.00	2,045,281.00	31,410.00	91,473.58	83,653.00	386	3,321,236.00	212,586.58	296	59	31
Rizal	4	17	1	10	13	2	13	134,883.31	206,388.37	137,432.00	109,750.00	102,600.26	119,845.26	---	475,113.68	332,235.52	24	27	9
ROMBLON	1	4	1	5	9	8	8	38,793.00	88,238.00	387,081.37	46,550.00	28,441.30	17,260.40	36	514,112.37	92,251.70	17	2	17
Samar	2	45	7	3	82	14	44	2,624,304.00	1,236,620.10	1,095,811.07	21,000.00	40,411.00	17,119.00	137	4,307,035.10	78,860.00	158	35	4
Sarangani	1	10	4	6	66	6	7	68,314.00	150,983.00	499,002.40	68,310.00	3,690.00	13,800.00	190	723,303.00	116,880.00	64	33	2
Sulu	---	---	---	---	---	---	---	---	40,653.00	955,435.00	---	---	---	---	---	---	---	---	---
Surigao	1	15	6	4	16	6	13	106,379.00	910,460.00	382,411.00	42,500.00	34,121.66	7,905.00	66	1,393,260.00	84,526.66	44	4	13
TARLAC	3	14	2	6	14	6	29	92,139.00	249,079.64	180,745.10	18,522.00	20,218.96	9,900.25	74	591,963.74	48,639.21	44	11	19
Tayabas	1	21	4	12	6	3	7	59,837.00	324,700.16	57,239.60	30,000.00	55,061.12	2,455.00	54	44,776.76	87,516.12	22	23	19
Union	1	15	6	4	45	21	5	72,557.00	192,849.40	515,491.41	27,837.00	38,414.50	22,731.00	97	730,397.81	50,032.50	40	23	16
Zambales	4	12	1	5	21	5	2	6,067,064.00	153,233.74	171,635.50	7,050.00	12,526.60	4,226.00	50	6,397,933.24	23,862.60	26	18	7
Zamboanga	1	4	2	4	54	1	14	27,000.00	112,760.00	5,605,490.62	8,000.00	4,624.00	70,727.37	80	5,745,260.62	53,351.37	12	11	57
Total	121	792	171	318	2,313	606	843	34,737,762.26	21,138,695.15	88,643,071.27	1,648,100.43	2,538,155.59	1,281,884.22	5,164,144	519,528.68	5,468,140.24	3,068	1,079	1,017

1 Central Luzon Agricultural School.

When compared with statistics for December 31, 1921, these figures show (1) an increase of 550 in the total number of school sites; (2) an increase of 15,929,544.04 square meters in the total area of all school sites; and (3) an increase of ₱455,596.95 in the total estimated value of all school sites.

The rate of increase in the total number of school sites was 12 per cent; in the total area of all school sites, 12 per cent; in the total estimated value of all school sites, 9 per cent.

No. 27.—*Permanent, Mixed-Material, and Temporary School Buildings*

A table showing, by divisions and for the Islands, the number and the cost of permanent, mixed-material, and temporary school buildings owned by Insular, provincial, and municipal governments (December 31, 1922).

Division	Num- ber of Schools	Permanent									
		Standard Plan			Reconstruction			Special			Total
		Build- ings	Rooms	Cost	Build- ings	Rooms	Cost	Build- ings	Rooms	Cost	
Abra.....	93	4	22	P60,013.79	2	9	P8,600.00	1	1	P1,000.00	P69,613.79
Aguayan.....	80	4	20	74,742.13	—	—	—	16	49	66,282.12	141,024.25
Albay.....	203	32	129	367,644.83	34	—	56,432.96	11	55	96,774.22	514,911.71
Antique.....	120	6	38	114,693.85	2	15	12,700.00	2	12	6,981.76	134,481.61
Bataan.....	46	8	51	183,972.63	2	20	23,576.41	5	21	13,574.19	198,123.23
Batanes.....	17	—	—	—	—	—	—	2	5	8,394.10	8,394.10
Batangas.....	172	27	139	435,367.21	3	23	26,478.26	12	66	113,090.39	624,935.86
Bolton.....	311	18	100	318,440.22	10	48	51,440.37	17	75	68,561.85	438,442.44
Bukidnon.....	66	—	—	—	—	—	—	8	33	36,123.21	36,123.21
Bulacan.....	203	26	160	475,196.71	5	10	11,603.73	24	104	164,287.17	651,087.61
Cagayan.....	215	9	64	389,297.16	1	8	8,530.00	6	29	80,875.90	428,633.06
Camagines Norte.....	33	3	14	40,030.54	1	2	4,769.20	5	5	5,000.00	49,799.74
Camagines Sur.....	165	14	66	189,285.88	1	6	5,779.76	11	36	102,283.87	297,329.51
Capiz.....	226	15	80	374,260.39	1	3	6,000.00	10	30	35,570.83	415,831.22
Cavite.....	82	18	88	290,173.60	1	13	14,191.65	6	39	81,317.19	385,682.44
Cebu.....	467	31	186	591,730.06	9	27	26,912.60	16	96	176,740.04	795,382.70
Central Luzon Agricultural School.....	2	2	8	37,500.00	—	—	—	39	112	120,565.02	158,065.02
Cotabato.....	131	5	21	42,712.20	—	—	—	5	10	46,745.51	89,457.71
Davao.....	133	7	34	156,966.39	—	—	—	4	16	8,091.00	165,057.39
Ilocos Norte.....	213	17	79	222,264.51	9	38	55,701.42	8	28	85,558.32	363,524.75
Ilocos Sur.....	223	14	70	180,312.74	6	27	30,708.39	16	96	123,124.37	334,145.50
Iloilo.....	318	21	139	378,400.96	11	87	112,527.63	24	113	204,993.32	695,921.91
Isabela.....	111	5	32	135,913.43	1	5	1,894.61	5	17	33,099.58	170,907.62
Laguna.....	121	30	199	632,415.72	14	85	114,996.41	17	85	100,636.09	868,048.22
Laosao.....	88	2	6	11,500.00	—	—	—	12	36	31,363.73	42,863.73
Leyte.....	379	43	146	376,033.94	22	84	186,305.50	18	63	183,480.47	745,819.91
Manila.....	50	7	147	825,731.13	—	—	—	26	322	1,350,220.05	2,175,951.18
Marinduque.....	63	5	33	111,390.56	1	8	4,500.00	5	19	25,928.36	141,818.92
Masbate.....	57	5	20	43,940.31	—	—	—	—	—	—	43,940.31
Mindoro.....	99	5	24	122,822.26	—	—	—	8	19	27,562.46	150,384.72

Misamis	182	9	48	184,229.55	3	10	11,170.00	5	17	50,448.46	17	75	245,848.01
Mountain	160					4	4,800.00	23	109	144,729.38	25	113	149,529.38
Nueva Ecija	220	15	66	159,154.05	2	9	18,731.93	8	47	42,950.00	25	122	290,835.98
Nueva Vizcaya	43	6	26	75,379.39				3	13	39,218.07	9	39	114,597.46
Occidental Negros	180	16	80	188,650.62	3	12	10,300.00	12	52	127,824.40	31	144	326,775.02
Oriental Negros	190	10	71	280,177.10	2	18	33,130.18	8	27	47,661.22	20	116	360,968.50
Palawan	113	3	9	25,552.26	1	7	7,589.18	5	18	19,701.45	9	34	52,842.89
Pampanga	143	26	159	453,719.05	2	11	11,983.30	14	69	169,919.44	42	239	635,621.79
Pangasinan	427	30	196	600,199.67	8	65	70,592.66	13	82	156,862.67	51	343	827,655.00
Philippine Nautical School	1	1	8	38,086.42							1	8	38,086.42
Philippine Normal School	3												
Philippine School of Arts and Trades	2												
Rizal	139	17	97	371,335.93	6	35	31,070.68	15	14	221,793.66	2	112	755,741.25
Romblon	68	4	22	42,425.78	1	9	5,000.00	6	78	89,652.13	38	210	231,793.66
Samar	262	22	136	463,508.04	1	10	13,078.15	4	35	23,627.18	11	66	492,038.74
Sorsogon	128	12	57	129,845.84					18	18,287.00	27	164	494,873.19
Sulu	73	3	18	71,146.10					37	201,340.32	17	94	331,186.16
Surigao	139	9	33	117,614.31	5	17	17,989.40	5	17	59,784.02	6	35	130,930.12
Tarlac	161	29	106	391,916.25					29	67,876.95	19	79	203,480.66
Tayabas	173	19	169	541,939.89	4	34	42,553.03	6	31	52,302.91	35	137	444,219.15
Union	114	9	60	201,431.12	7	55	50,638.79	20	119	177,587.42	43	312	762,085.84
Zambales	76	6	38	103,953.47	2	22	10,300.00	3	21	40,000.00	19	136	292,069.91
Zamboanga	128	4	32	133,636.90	1	3	1,200.00	9	26	50,118.30	12	86	164,371.77
Total	7,634	633	3,531	11,777,690.59	158	873	1,103,841.20	510	2,631	6,410,367.60	1,301	7,035	19,291,899.89

No. 27.—Permanent, Mixed-Material, and Temporary School Buildings—Continued

Division	Mixed-Material			Temporary			Summary		
	Buildings	Rooms	Cost	Buildings	Rooms	Cost	Buildings	Rooms	Cost
Abra.....	12	20	₱10,655.00	41	50	₱7,520.00	60	102	₱87,768.79
Agusan.....	13	33	32,966.45	86	201	36,263.18	118	303	210,136.88
Albay.....	32	41	20,742.40	72	96	26,010.69	132	354	661,664.80
Anique.....	2	7	6,822.41	101	299	53,480.47	114	311	194,794.19
Bataan.....	6	18	8,811.50	11	22	6,725.39	32	132	213,660.12
Batanes.....	4	7	4,000.00				6	12	12,394.10
Batangas.....	16	35	20,927.38	83	123	38,646.99	146	382	684,570.23
Bohol.....	110	278	109,926.23	144	351	87,008.91	299	852	686,377.56
Bukidnon.....	5	10	3,680.00	60	132	15,915.60	73	175	59,718.81
Bulacan.....	28	72	50,614.21	94	164	53,933.40	177	510	756,666.22
Cagayan.....	33	97	44,382.55	151	398	92,353.59	200	536	565,369.20
Camarines Norte.....	6	21	28,468.96	18	57	5,740.75	29	69	84,099.05
Camarines Sur.....	42	99	132,101.57	66	82	24,487.30	133	289	454,331.77
Capiz.....	15	39	31,023.57	124	267	43,203.17	165	439	432,063.96
Cavite.....	9	23	13,593.89	7	29	6,884.01	41	137	408,125.34
Cebu.....	63	158	87,412.93	153	285	46,501.60	282	752	999,297.23
Central Luzon Agricultural School.....		9	7,069.00				49	139	165,065.02
Cotabato.....	35	82	59,082.86	114	295	46,051.19	159	358	187,671.76
Davao.....	7	11	17,913.66	130	230	36,823.00	148	281	219,794.04
Ilocos Norte.....	29	51	10,136.00	60	112	17,768.20	123	308	391,423.95
Ilocos Sur.....	24	49	18,704.29	133	268	42,371.62	193	510	395,221.41
Iloilo.....	25	112	14,406.27	231	542	196,426.92	332	993	993,789.10
Isabela.....	15	38	34,545.60	66	99	12,972.56	72	191	238,425.81
Laguna.....	15	31	28,989.49	27	43	17,692.78	103	448	914,730.49
Lanao.....	37	72	34,373.28	96	188	40,063.60	147	392	117,300.61
Leyte.....	198	247	208,001.17	193	233	72,254.95	414	773	1,026,076.03
Manila.....	8	3	965.00				36	472	2,176,917.18
Marinduque.....	1	3	2,100.00				12	63	143,918.92
Masbate.....							5	20	43,940.31
Mindoro.....	6	19	18,749.92	15	23	4,654.45	34	85	173,789.09
Misamis.....	7	24	16,146.68	1	1	200.00	25	100	262,194.69
Mountain.....	48	113	29,209.21	71	156	27,950.18	144	387	206,688.77
Nueva Ecija.....	2	9	4,259.20	35	54	6,253.40	62	172	231,348.58
Nueva Vizcaya.....	16	40	27,016.08	30	54	22,057.72	55	133	163,671.26
Occidental Negros.....	49	100	55,592.57	65	104	27,996.15	145	348	410,363.74

Oriental Negros	21	70	32,342.43	96	176	27,025.20	137	362	420,336.13
Palawan	11	29	17,927.99	63	106	27,436.24	83	169	98,207.12
Pampanga	31	89	86,508.01	47	78	43,938.43	120	406	766,068.23
Pangasinan	37	133	116,927.25	152	430	133,662.07	240	906	1,077,244.32
Philippine Naval School							1	8	38,086.42
Philippine Normal School							2	112	755,741.26
Philippine School of Arts and Trades							2	14	221,783.66
Rizal	12	31	12,723.41	10	19	3,788.92	60	260	508,577.07
Romblon	6	14	9,758.83	29	52	9,526.61	46	132	90,236.42
Samar	22	69	114,040.23	120	214	70,547.95	169	447	679,461.37
Sorsogon	13	23	19,154.94	27	53	15,920.52	57	170	366,261.62
Sulu	13	56	19,002.27	49	150	15,333.92	68	241	165,266.31
Surigao	24	51	37,771.68	45	75	29,264.12	88	205	270,516.46
Tarlac	3	5	3,000.00	53	144	52,417.73	91	286	499,636.89
Tayabas	10	34	15,000.00	11	26	10,776.00	64	372	787,861.34
Union	7	29	16,715.09	60	222	27,824.14	86	387	336,609.14
Zambales	4	12	5,475.56	26	46	8,618.84	42	144	178,466.17
Zamboanga	62	123	94,371.09	16	23	6,646.90	92	229	720,690.63
Total	1,137	2,774	1,865,069.02	3,295	6,593	1,631,412.48	5,733	16,402	22,783,380.89

When compared with statistics for December 31, 1921, the figures in Table 27 show (1) an increase of 136 in the total number of permanent school buildings; (2) an increase of 669 in the number of rooms in permanent school buildings; (3) an increase of 76 in the number of mixed-material buildings; (4) an increase of 183 in the number of rooms in mixed-material buildings; (5) an increase of 493 in the number of temporary buildings; (6) an increase of 1,259 in the number of rooms in temporary buildings; (7) an increase of 705 in the total number of all kinds of buildings; and (8) an increase of 2,111 in the total number of rooms in all buildings.

The rate of increase in the total number of permanent school buildings was 12 per cent; in the number of rooms in permanent school buildings, 11 per cent; in the number of mixed-material buildings, 7 per cent; in the number of rooms in mixed-material buildings, 7 per cent; in the number of temporary buildings, 18 per cent; in the number of rooms in temporary buildings, 24 per cent; in the total number of all kinds of buildings, 14 per cent; in the total number of rooms in all buildings, 15 per cent.

No. 28.—*Insular Funds for School-Building Construction*

A table showing, by provinces and for the Islands, the Insular funds used for the construction of municipal, provincial, and Insular school buildings (December 31, 1922).

Division	Municipal School Buildings			Provincial School Buildings	Insular School Buildings	Total for All School Buildings
	Gabaldon Aid	Other Aid	Total Aid			
Abra	P10,000.00	P23,000.00	P33,000.00	P20,000.00	-----	P53,000.00
Agusan	18,100.00	77,450.00	95,550.00	1,500.00	-----	97,050.00
Albay	133,454.99	51,000.00	184,454.99	118,000.00	-----	302,454.99
Antique	37,000.00	21,000.00	58,000.00	13,500.00	-----	71,500.00
Bataan	42,360.00	25,000.00	67,360.00	6,000.00	-----	73,360.00
Batanes	19,900.45	7,000.00	26,900.45	5,000.00	-----	31,900.45
Batangas	128,804.86	111,000.00	239,804.86	63,000.00	-----	302,804.86
Bohol	113,708.35	36,000.00	149,708.35	74,500.00	-----	224,208.35
Bukidnon	-----	54,650.00	54,650.00	4,200.00	-----	58,850.00
Bulacan	117,914.30	95,900.00	213,814.30	21,378.74	-----	235,193.04
Cagayan	54,690.00	41,500.00	96,190.00	70,000.00	-----	166,190.00
Camarines Norte	-----	-----	-----	-----	-----	-----
Camarines Sur	73,136.80	41,000.00	114,136.80	73,000.00	-----	187,136.80
Capiz	75,525.57	25,000.00	100,525.57	79,590.00	-----	180,115.57
Cavite	103,182.00	80,600.00	183,782.00	22,775.00	-----	206,557.00
Cebu	152,862.84	112,500.00	265,362.84	307,000.00	-----	572,362.84
Cotabato	10,000.00	-----	10,000.00	40,500.00	-----	50,500.00
Davao	41,500.00	12,000.00	53,500.00	31,070.00	-----	84,570.00
Ilocos Norte	98,660.05	58,000.00	156,660.05	352,000.00	-----	508,660.05
Ilocos Sur	102,520.25	50,273.14	152,793.39	37,000.00	-----	189,793.39
Iloilo	113,581.45	5,500.00	119,081.45	211,517.32	-----	330,598.77
Isabela	29,500.00	35,000.00	64,500.00	35,000.00	-----	99,500.00
Laguna	151,975.07	75,127.03	227,102.10	56,000.00	-----	283,102.10
Lanao	5,000.00	45,000.00	50,000.00	5,000.00	-----	55,000.00
Leyte	229,737.65	76,000.00	305,737.65	64,500.00	-----	370,237.65
Manila	-----	158,846.86	158,846.86	-----	P1,514,000.00	1,667,846.86
Marinduque	39,963.52	-----	39,963.52	41,500.00	-----	81,463.52
Masbate	-----	-----	-----	-----	-----	-----
Mindoro	40,601.00	26,000.00	66,601.00	61,500.00	-----	128,101.00
Misamis	36,590.00	53,000.00	89,590.00	22,000.00	-----	111,590.00
Mountain	20,000.00	127,189.72	147,189.72	107,000.00	291,416.00	545,605.72
Nueva Ecija	68,987.18	39,650.00	108,637.18	59,000.00	249,066.64	416,703.82
Nueva Vizcaya	30,800.00	91,350.00	122,150.00	39,000.00	-----	161,150.00
Occidental Negros	93,666.66	45,500.00	139,166.66	14,500.00	-----	153,666.66
Oriental Negros	49,997.94	21,400.00	71,397.94	61,000.00	-----	132,397.94
Palawan	23,474.55	6,500.00	29,974.55	5,200.00	-----	35,174.55
Pampanga	118,600.00	101,500.00	220,100.00	53,985.28	-----	274,085.28
Pangasinan	153,745.23	67,000.00	220,745.23	158,300.00	-----	379,045.23
Rizal	81,644.81	46,800.00	128,444.81	17,252.75	482,000.00	627,697.56
Romblon	24,500.00	11,000.00	35,500.00	18,000.00	-----	53,500.00
Samar	103,426.21	42,000.00	145,426.21	134,000.00	-----	279,426.21
Sorsogon	81,672.82	10,433.83	92,106.65	30,021.23	-----	122,127.88
Sulu	58,500.00	20,480.00	78,980.00	40,000.00	-----	118,980.00
Surigao	85,067.50	18,000.00	103,067.50	17,500.00	-----	120,567.50
Tarlac	103,357.02	41,000.00	144,357.02	72,793.03	-----	217,150.05
Tayabas	81,960.89	75,446.00	157,406.89	29,907.06	-----	187,313.95
Union	96,800.00	64,000.00	160,800.00	51,000.00	-----	211,800.00
Zambales	44,383.50	36,000.00	80,383.50	24,000.00	-----	104,383.50
Zamboanga	15,000.00	134,000.00	149,000.00	356,430.00	-----	505,430.00
Miscellaneous	4,546.54	-----	4,546.54	-----	-----	4,546.54
Total	3,320,400.00	2,391,596.58	5,711,996.58	3,125,920.41	2,536,482.64	11,374,399.63

Insular school buildings include: in Manila, the buildings at the Philippine Normal School and the Philippine School of Arts and Trades; in the Mountain Province, the buildings at the Baguio Industrial School and the Trinidad Agricultural School stock farm; in Nueva Ecija, the buildings at the Central Luzon Agricultural School; in Rizal, the buildings at the Philippine Nautical School and the School for the Deaf and the Blind.

Provincial school buildings include: in Cebu, the Eastern Visayan Normal School building; in Ilocos Norte, the Northern Luzon Normal School building; in Iloilo, the Western Visayan Normal School building; in Zamboanga, the Zamboanga Normal School building. (These normal schools are not for the benefit of one province only, but they are for the benefit of neighboring provinces as well.)

No. 29.—Insular, Provincial, and Municipal Expenditures for Public-School Purposes during the Period 1912 to 1921

Year	Insular			Provincial	Municipal	Total
	Instruction and Administration	Public Works	Total			
1911-1912 ^a	P3,906,455.95	P348,066.39	P4,254,522.34	P277,272.43	P2,211,091.36	P6,742,886.13
1912-1913 ^b	3,991,034.73	479,836.22	4,470,870.95	386,421.10	2,455,660.18	7,312,952.23
1913 (6 months) ^c	2,391,688.41	401,185.16	2,792,873.57			2,792,873.57
1914	4,080,065.98	509,678.01	4,589,733.99	472,538.29	2,303,304.34	7,365,576.62
1915	4,174,106.54	731,189.62	4,905,296.16	443,166.96	2,164,813.69	7,513,276.81
1916	4,323,719.10	383,996.88	4,707,715.98	463,843.76	2,394,787.79	7,566,347.53
1917	4,800,205.84	376,582.58	5,176,788.42	431,018.20	3,614,514.70	9,222,321.32
1918	5,339,651.34	727,625.99	6,067,277.33	715,614.63	4,098,808.01	10,881,699.97
1919	8,460,538.20	1,626,911.72	10,087,449.92	468,124.58	3,715,552.05	14,271,126.55
1920	11,905,121.61	897,126.22	12,802,247.83	1,050,492.28	4,358,799.59	18,211,539.70
1921	14,117,005.29	196,820.06	14,313,825.35	3,278,606.40	4,709,286.54	22,301,718.29
	67,489,582.99	6,679,018.85	74,168,601.84	7,987,098.63	32,026,618.25	114,182,318.72

^a July 1, 1911, to June 30, 1912.

^b July 1, 1912, to June 30, 1913.

^c July 1, 1913, to December 31, 1913.

No. 30.—Operation Statement for 1922

EXHIBIT A.—BALANCE SHEET, DECEMBER 31, 1922

	December 31—		Increase (+) Decrease (—)
	1922	1921	
ASSETS			
Fixed property:			
Land	P643,907.57	P643,907.57	
Public works and improvements	1,870,868.26	1,851,397.71	+ P19,470.55
Equipment	603,906.82	591,189.47	+ 12,717.35
Total fixed property	3,118,682.65	3,086,494.75	+ 32,187.90
Working assets:			
Supplies and materials	70,294.58	882,873.11	— 812,578.53
Sales stock	83,912.46	84,758.06	— 845.60
Work in process	5,994.01	6,859.37	— 865.36
Deferred charges	3,196.87	1,035.19	+ 2,161.68
Total working assets	163,397.92	975,525.73	— 812,127.81
Current assets:			
Accounts receivable	51,902.68	10,957.60	+ 40,945.08
Cash—			
In treasury	1,127,590.64	1,046,137.01	+ 81,453.63
In hands of officers	60,461.66	78,581.50	— 18,119.84
Total current assets	1,239,954.98	1,135,676.11	+ 104,278.87
Total assets	4,522,035.55	5,197,696.59	— 675,661.04
LIABILITIES			
Capital:			
Fixed capital (see Exhibit B)	3,118,682.65	3,086,494.75	+ 32,187.90
Current capital (see Exhibit C)	124,090.73	235,694.53	— 111,603.80
Total capital	3,242,773.38	3,222,189.28	— 79,415.90
Treasury advances	163,397.92	975,525.73	— 812,127.81
Current liabilities:			
Accounts payable	854,680.96	627,782.59	+ 226,898.37
Civil Service Trust Fund	93,893.43	102,226.20	— 8,332.77
Accrued leave	166,852.78	168,781.34	— 1,928.56
Undistributed collections	59.13	955.48	— 896.35
Insurance reserve	377.95	235.97	+ 141.98
Total current liabilities	1,115,864.25	899,981.58	+ 215,882.67
Total liabilities	4,522,035.55	5,197,696.59	— 675,661.04

No. 30.—*Operation Statement for 1922*—Continued

EXHIBIT B.—STATEMENT OF FIXED PROPERTY ACCOUNTS

	December 31—		Increase(+) Decrease(—)
	1922	1921	
Balance, December 31, 1921, 1920	P3,086,494.75	P3,052,246.62	+ P34,248.13
Deduct—			
Inventory adjustments	(25.91)	(2,612.51)	— (2,586.60)
Balance, December 31, 1922, 1921, as adjusted	3,086,468.84	3,049,634.11	+ 36,834.73
Debits:			
Acquisition by purchase	22,729.85	32,080.79	— 9,351.44
Acquisition by interbureau transfer	7,954.17	11,594.97	— 3,640.80
Acquisition by construction	16,794.94	5,064.05	+ 11,730.89
Plant assets brought into account		12,420.00	— 12,420.00
Total debits and balances, December 31, 1922, 1921	3,133,947.80	3,110,793.92	+ 23,153.88
Credits:			
Dropped by sales	851.36	958.79	— 107.43
Dropped by interbureau transfer	304.25	5,492.47	— 5,188.22
Dropped by transfer to local governments	272.32	458.38	— 186.06
Dropped from account (destroyed by fire)	377.95	19.53	+ 358.42
Losses	982.07	2,093.33	— 1,111.26
Depreciation accruals	12,476.70	13,701.67	— 1,224.97
Drums returned to Bureau of Supply		1,575.00	— 1,575.00
Total credits	15,264.65	24,299.17	— 9,034.52
Balance, December 31, 1922, 1921	3,118,682.65	3,086,494.75	+ 32,187.90

EXHIBIT C.—STATEMENT OF CURRENT CAPITAL ACCOUNT ¹

	December 31—		Increase(+) Decrease(—)
	1922	1921	
Balance, December 31, 1921	P235,694.53	P576,921.53	— P341,227.00
Credits:			
Allotment from public revenues	15,121,474.57	14,228,446.08	+ 893,028.49
Receipts from operation:			
Sales income	P116,058.46		
Sales of fixed assets	931.96		
Total balance and credits	116,990.42	128,689.12	— 11,698.70
Reversion (deduct)	15,474,159.52	14,934,056.73	+ 540,102.79
Total current capital	348,840.61	255,847.73	+ 92,992.88
Total current capital	15,125,318.91	14,678,209.00	+ 447,109.91
Debits:			
Total expense current appropriation:			
Net expense	P8,363,408.04		
Income reverted considered as reducing expense	348,840.61		
Total expense, miscellaneous appropriation	8,712,248.65	8,642,453.02	+ 69,795.63
Total expense, miscellaneous appropriation	6,520,829.72	5,927,220.06	+ 593,609.66
Total expense	15,233,078.37	14,569,673.08	+ 663,405.29
Service and miscellaneous income (deduct)	231,850.19	127,158.61	+ 104,691.58
Total net expense	15,001,228.18	14,442,514.47	+ 558,713.71
Balance, December 31, 1922 (see Exhibit A)	124,090.73	235,694.53	— 111,603.80

¹ For details see Exhibits D and E.

No. 30.—Operation Statement for 1922—Continued

EXHIBIT D.—STATEMENT OF APPROPRIATION ACCOUNT

Item	Fiscal Year 1922	Fiscal Year 1921	Increase (+) Decrease (—)
Authorization:			
New appropriation for the year	P15, 121, 474. 57	P14, 228, 446. 08	+ P893, 028. 49
Public-service appropriation, 1922, Act 2997; 1921, Act 2935	8, 058, 634. 00	8, 230, 339. 00	— 171, 705. 00
Extension of free elementary instruction, Act 2782	8, 710, 440. 00	6, 305, 400. 00	+ 2, 405, 040. 00
Appropriation for buildings and sites, normal schools, Act 2736	70, 000. 00		+ 70, 000. 00
Appropriation for construction of poultry house with fencing and brooder house with cellar at Trinidad Stock Farm (transferred from Bureau of Agriculture)		3, 000. 00	— 3, 000. 00
Appropriation for purchase, publication, and distribution of <i>The Junior Citizen</i> , Act 2937		30, 000. 00	— 30, 000. 00
Appropriation for rental of buildings and grounds, Emergency Board allotment, Resolution 97		5, 981. 67	— 5, 981. 67
Appropriation for buildings, sites, and irrigation, Central Luzon Agricultural School, Act 2898		15, 000. 00	— 15, 000. 00
Appropriation for purchase of equipment by Emergency Board Resolutions 7, 8, 14, 19, 25, 32, 36, 40, 45, 55, 59, 63, 71, 91, 101, 102, 110, 117, 148, 153, 157, 160, and 178	14, 915. 28		+ 14, 915. 28
Restoration of appropriation for purchase of equipment reverted in 1921	1, 111. 54		+ 1, 111. 54
Appropriation for buildings and sites, normal schools, Act 2898	268. 14		+ 268. 14
Reversion of authorization in excess of requirements	(59, 777. 85)	(81, 674. 59)	— (21, 896. 74)
Withheld by the Council of State from funds appropriated by Act 2782	(1, 662, 611. 40)		+ (1, 662, 611. 40)
Reduction of public-service appropriation, Act 2935, by Emergency Board Resolution 37		(20, 500. 00)	+ 20, 500. 00
Reduction of public-service appropriation, Act 2935, by Emergency Board Resolution 59		(79, 100. 00)	+ 79, 100. 00
Reversion of balance of appropriation for buildings and sites, normal schools, Act 2898, by Emergency Board Resolution 59		(180, 000. 00)	+ 180, 000. 00
Reversion of appropriation for buildings and sites, non-Christian and special provinces, Filipino Girls' Dormitory, Baguio, Act 2736	(1, 001. 36)		— 1, 001. 36
Reversion of appropriation for the construction of one poultry house with fencing and one brooder house with cellar at Trinidad Stock Farm, Act 2786	(3. 72)		— 3. 72
Reversion of appropriation for buildings, sites, and irrigation, Central Luzon Agricultural School, Acts 2898 and 2980	(. 06)		— . 06
Reversion of appropriation for buildings and sites, central and barrio schools, Act 2898	(8, 000. 00)		— 8, 000. 00
Reversion of appropriation for buildings and sites, non-Christian and special provinces, Act 2898	(2, 500. 00)		— 2, 500. 00
Appropriation balances from prior year	235, 694. 53	576, 921. 53	— 341, 227. 00
Appropriation for purchase, publication, and distribution of <i>The Junior Citizen</i> , Act 2937	30, 000. 00		+ 30, 000. 00
Appropriation for buildings and sites, non-Christian and special provinces, Filipino Girls' Dormitory, Baguio, Act 2736	1, 001. 36	1, 006. 20	— 4. 84
Appropriation for construction of two cottages, Baguio, Act 2736	8, 766. 20	8, 766. 20	
Appropriation for purchase and improvement of necessary land for Philippine Normal School and Philippine School of Arts and Trades, Act 2736	120, 620. 74	120, 620. 74	
Appropriation for construction of poultry house with fencing and brooder house with cellar at Trinidad Stock Farm, Act 2786	574. 37		+ 574. 37
Appropriation for buildings and sites, normal schools, Act 2898	(268. 14)	180, 000. 00	— 180, 268. 14
Appropriation for buildings, sites, and irrigation, Central Luzon Agricultural School, Acts 2898 and 2980	15, 000. 00		+ 15, 000. 00
Appropriation for buildings and sites, central and barrio schools, Act 2898	53, 000. 00	218, 000. 00	— 165, 000. 00

No. 30.—Operation Statement for 1922—Continued

EXHIBIT D.—STATEMENT OF APPROPRIATION ACCOUNT—Continued

Item	Fiscal Year 1922	Fiscal Year 1921	Increase (+) Decrease (—)
Authorization (continued):			
Appropriation for buildings and sites, non-Christian and special provinces, Act 2898.....	7,000.00	22,500.00	— 15,500.00
Public-service appropriation, 1920, Act 2875.....		12,406.94	— 12,406.94
Appropriation for buildings, sites, and irrigation, agricultural schools, Act 2898.....		10,000.00	— 10,000.00
Appropriation for buildings, Central Luzon Agricultural School, Act 2898.....		(638.35)	+ 638.35
Appropriation for purchase and improvement of necessary land for Philippine Nautical School, Act 2736.....		4,259.80	— 4,259.80
Net authorization.....	15,357,169.10	14,805,367.61	+ 551,801.49
Conversions and balances:			
Appropriation charges.....	15,233,078.37	14,569,673.08	+ 663,405.29
Salaries.....	3,605,680.06	3,194,878.60	+ 410,801.46
Bonuses.....		423,307.69	— 423,307.69
Wages.....	89,245.22	97,764.34	— 8,519.12
Travel expense of personnel.....	352,298.09	338,215.22	+ 14,082.87
Freight, express, and delivery service.....	48,210.65	32,943.89	+ 15,266.76
Postal, telegraph, telephone, and cable service.....	28,890.16	27,365.15	+ 1,525.01
Illumination and power service.....	9,667.31	10,697.08	— 1,029.77
Miscellaneous service.....	9,142.94	27,381.60	— 18,238.66
Rental of buildings and grounds.....	13,280.00	13,981.67	— 701.67
Consumption of supplies and materials.....	1,460,724.62	1,144,314.94	+ 316,409.68
Printing and binding reports, documents, and publications.....	13,600.00	9,771.08	+ 3,828.92
Cash contributions and gratuities (other than to local governments).....	43,215.09	43,973.20	— 758.11
Travel expense of persons not government employees.....	1,389.05	868.96	+ 520.09
Maintenance and repair (contract payment only).....	5,375.77	6,915.80	— 1,540.03
Purchase of equipment.....	13,392.50	25,390.52	— 11,998.02
Purchase of public works.....	24,336.79	11,051.92	+ 13,284.87
Deterioration of supplies and sales stock.....	494.72	3,079.47	— 2,584.75
Extraordinary losses.....	26.09	236.81	— 210.72
Cash contribution to local governments.....	9,414,967.60	9,157,535.14	+ 257,432.46
Purchase and delivery of materials to the Army in exchange for salvaged materials at Regan Barracks.....	40,000.00		+ 40,000.00
Publication of a news review.....	29,977.38		+ 29,977.38
Purchase, publication, and distribution of <i>The Junior Citizen</i>	29,164.33		+ 29,164.33
Appropriation balances carried forward.....	124,090.73	235,694.53	— 111,603.80
Appropriation and fund account, Act 2997.....	2,634.32		+ 2,634.32
Appropriation for purchase, publication, and distribution of <i>The Junior Citizen</i> , Act 2937.....	835.67	30,000.00	— 29,164.33
Appropriation for purchase and improvement of necessary land for Philippine Normal School and Philippine School of Arts and Trades, Act 2736.....	120,620.74	120,620.74	
Appropriation for buildings and sites, non-Christian and special provinces, Filipino Girls' Dormitory, Baguio, Act 2736.....		1,001.36	— 1,001.36
Appropriation for construction of two cottages, Baguio, Act 2736.....		8,766.20	— 8,766.20
Appropriation for buildings and sites, normal schools, Act 2898.....		(268.14)	+ 268.14
Appropriation for construction of poultry house with fencing and brooder house with cellar at Trinidad Stock Farm, Act 2786.....		574.37	— 574.37
Appropriation for buildings, sites, and irrigation, Central Luzon Agricultural School, Act 2980.....		15,000.00	— 15,000.00
Appropriation for buildings and sites, central and barrio schools, Act 2898.....		53,000.00	— 53,000.00
Appropriation for buildings and sites, non-Christian and special provinces, Act 2898.....		7,000.00	— 7,000.00
Total conversions and balances.....	15,357,169.10	14,805,367.61	+ 551,801.49

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No. 32.—*Total of Governmental Expenditures for Public-School Purposes*

A table showing Insular expenditures during 1922; Insular, provincial, and municipal expenditures during 1921; Insular, provincial, and municipal expenditures during 1920; and increases or decreases in 1921 totals as compared with 1920 totals.

Nature of Expense	1922	1921	1920	1921 Totals Compared with 1920 Totals Increase (+) Decrease (—)
Insular expenditures for salaries, wages, and contingent:				
Act 2997, 1922	P8,058,634.00			
Act 2782, 1922	8,710,440.00			
Emergency Board allotments	14,915.28			
Restoration of appropriation for purchase of equipment	1,111.54			
	P16,785,100.82			
Acts 2935 and 2782 and balance of Act 2785 and Emergency Board allotment, Resolution 97		P14,554,127.61	P12,153,060.82	+P2,401,066.79
Balance forwarded to fiscal year 1923	P2,634.32			
Reversion of authorization in excess of requirement	59,777.85			
Withheld by the Council of State from funds appropriated by Act 2782	1,662,611.40			
Net income automatically reverted to the Insular Treasury	348,840.61	2,073,864.18	437,122.32	247,939.21
				+ 189,183.11
Net expenditure	14,711,236.64	14,117,005.29	11,905,121.61	+ 2,211,883.68
Purchase, publication, and distribution of <i>The Junior Citizen</i> , Act 2937	29,164.33			
Construction of two cottages, Baguio, Act 2736	8,766.20			
Buildings and sites, normal schools, Act 2736	70,000.00			
Construction of poultry house with fencing and brooder house with cellar at Trinidad Stock Farm, Act 2786	570.65			
Buildings, sites, and irrigation, Central Luzon Agricultural School, Act 2980	14,999.94			
Buildings and sites, central and barrio schools, Act 2898	45,000.00			
Buildings and sites, non-Christian and special provinces, Act 2898	4,500.00			
Total Insular	14,884,237.76	14,313,825.35	12,802,247.83	+ 1,511,577.52
Provincial expenditures for public-school purposes (1921) (1920)		3,278,606.40	1,050,492.28	+ 2,228,114.12
Municipal expenditures for public-school purposes (1921) (1920)		4,709,286.54	4,358,799.59	+ 350,486.95
Total of governmental expenditures for public-school purposes (1921) (1920)	14,884,237.76	22,301,718.29	18,211,539.70	+ 4,090,178.59
Governmental expenditure for public schools per capita of population (11,042,490) (10,794,223)		2.02	1.687	+ .333
Governmental expenditure for public schools per pupil based on average monthly enrolment (926,856) (785,562)		24.062	23.183	+ .879

A table showing, by divisions and for the Islands, Insular expenditures during 1922; Insular, provincial, and municipal expenditures during 1921; Insular, provincial, and municipal expenditures during 1920; and increases or decreases in 1921 totals as compared with 1920 totals.

Division	1922				1921				1920				1921 Totals Compared with 1920 Totals	
	Insular	Insular	Provincial	Municipal	Total	Insular	Provincial	Municipal	Total	Insular	Provincial	Municipal	Total	Increase (+) Decrease (-)
Abra	114, 138.52	110, 223.11	336, 231.83	991, 664.37	238, 169.31	105, 229.43	37, 439.34	158, 928.55	201, 597.42	105, 229.43	37, 439.34	158, 928.55	201, 597.42	186, 571.89
Agusan	126, 868.84	103, 802.28	18, 104.10	123, 589.54	245, 495.92	108, 084.09	17, 512.33	142, 725.38	268, 302.30	108, 084.09	17, 512.33	142, 725.38	268, 302.30	22, 806.38
Albay	334, 201.78	333, 905.84	6, 045.09	328, 077.57	685, 028.50	180, 181.53	18, 646.77	230, 375.15	492, 606.54	180, 181.53	18, 646.77	230, 375.15	492, 606.54	88, 131.78
Antique	213, 425.73	185, 331.82	2, 804.22	189, 282.01	381, 418.05	169, 181.53	10, 534.59	122, 570.14	238, 286.27	169, 181.53	10, 534.59	122, 570.14	238, 286.27	3, 107.68
Baguio	92, 725.95	89, 510.55	6, 218.42	123, 710.36	219, 439.83	80, 215.20	8, 029.76	123, 091.20	211, 336.16	80, 215.20	8, 029.76	123, 091.20	211, 336.16	7, 984.47
Bataan	17, 452.00	21, 565.44	1, 571.93	14, 374.66	37, 522.03	16, 083.48	4, 409.90	35, 044.21	53, 537.38	16, 083.48	4, 409.90	35, 044.21	53, 537.38	177, 474.06
Batanes	395, 894.90	366, 498.84	8, 955.92	353, 676.63	723, 131.63	281, 532.11	17, 239.19	232, 884.28	551, 417.28	281, 532.11	17, 239.19	232, 884.28	551, 417.28	133, 792.84
Bohol	432, 574.39	413, 778.07	6, 901.78	421, 854.77	842, 534.62	357, 957.95	44, 668.04	401, 105.79	192, 405.15	357, 957.95	44, 668.04	401, 105.79	192, 405.15	70, 637.62
Bukidnon	102, 388.71	149, 741.66	24, 450.94	91, 900.53	206, 038.13	83, 815.54	20, 400.76	289, 574.97	595, 554.32	83, 815.54	20, 400.76	289, 574.97	595, 554.32	120, 476.66
Bulacan	318, 457.01	314, 127.69	5, 837.65	396, 065.84	716, 031.18	231, 587.76	13, 921.79	289, 574.97	595, 554.32	231, 587.76	13, 921.79	289, 574.97	595, 554.32	214, 342.68
Cagayan	286, 429.14	286, 429.14	106, 633.14	282, 449.51	515, 512.39	282, 449.51	11, 802.26	297, 054.10	501, 169.71	282, 449.51	11, 802.26	297, 054.10	501, 169.71	218, 877.01
Camarines Norte	334, 062.31	334, 062.31	1, 375.02	68, 044.59	345, 892.61	282, 647.92	52, 134.16	243, 157.63	552, 939.71	282, 647.92	52, 134.16	243, 157.63	552, 939.71	70, 823.01
Camarines Sur	22, 143.65	95, 867.67	3, 857.67	316, 653.59	352, 551.14	270, 522.76	76, 580.83	273, 964.84	621, 187.91	270, 522.76	76, 580.83	273, 964.84	621, 187.91	352, 551.14
Capiz	319, 907.36	347, 039.84	126, 635.37	332, 897.37	805, 420.75	270, 522.76	76, 580.83	273, 964.84	621, 187.91	270, 522.76	76, 580.83	273, 964.84	621, 187.91	154, 382.35
Cavite	937, 937.64	927, 937.64	9, 153.33	222, 897.37	466, 571.24	222, 897.37	466, 571.24	222, 897.37	466, 571.24	222, 897.37	466, 571.24	222, 897.37	466, 571.24	53, 383.38
Cebu	917, 126.23	898, 319.64	18, 930.51	940, 576.78	1, 852, 949.88	684, 470.04	41, 732.17	603, 003.07	1, 339, 225.28	684, 470.04	41, 732.17	603, 003.07	1, 339, 225.28	513, 724.60
Comabato	263, 126.32	229, 091.46	18, 900.51	196, 475.62	439, 527.49	188, 927.03	16, 473.35	204, 873.66	315, 214.37	188, 927.03	16, 473.35	204, 873.66	315, 214.37	24, 259.45
Davao	183, 010.57	186, 897.24	39, 805.63	242, 445.71	469, 148.79	132, 398.66	54, 021.32	128, 794.39	315, 214.37	132, 398.66	54, 021.32	128, 794.39	315, 214.37	153, 934.42
Iloilo	361, 965.31	331, 634.24	58, 364.53	303, 771.50	689, 812.32	314, 966.98	205, 415.81	266, 116.57	786, 949.66	314, 966.98	205, 415.81	266, 116.57	786, 949.66	92, 687.34
Iloilo Sur	393, 754.93	340, 442.93	83, 442.93	377, 129.50	689, 527.18	295, 402.52	30, 832.99	279, 012.76	806, 248.27	295, 402.52	30, 832.99	279, 012.76	806, 248.27	92, 687.34
Isabela	598, 121.08	532, 915.85	206, 204.80	756, 662.39	1, 545, 557.18	303, 393.87	61, 932.57	429, 434.04	1, 021, 786.11	303, 393.87	61, 932.57	429, 434.04	1, 021, 786.11	523, 776.70
Laguna	152, 713.66	158, 662.23	45, 225.44	191, 663.69	395, 551.36	140, 711.76	8, 924.02	130, 724.14	280, 359.92	140, 711.76	8, 924.02	130, 724.14	280, 359.92	115, 191.44
Laos	297, 924.79	257, 746.05	7, 865.12	322, 753.19	618, 364.36	299, 169.47	9, 700.23	337, 262.63	606, 132.23	299, 169.47	9, 700.23	337, 262.63	606, 132.23	122, 182.13
Levite	191, 594.17	174, 840.97	17, 033.68	154, 023.94	345, 903.59	148, 903.85	17, 294.31	153, 560.79	299, 758.29	148, 903.85	17, 294.31	153, 560.79	299, 758.29	46, 145.30
Manila	654, 597.77	626, 038.50	10, 765.48	621, 758.72	1, 258, 562.70	512, 611.80	66, 675.62	844, 997.10	1, 105, 968.21	512, 611.80	66, 675.62	844, 997.10	1, 105, 968.21	56, 449.67
Marinduque	76, 554.27	70, 925.78	1, 414, 132.98	113, 210.06	1, 718, 467.04	307, 202.04	34, 400.55	94, 997.31	1, 252, 192.35	307, 202.04	34, 400.55	94, 997.31	1, 252, 192.35	86, 449.67
Maabate	72, 358.06	3, 082.55	21, 711.48	55, 143.14	1, 205, 847.32	34, 400.55	34, 400.55	94, 997.31	1, 119, 397.65	34, 400.55	34, 400.55	94, 997.31	1, 119, 397.65	58, 175.69
Mindoro	125, 033.26	123, 216.78	13, 886.29	59, 721.67	236, 804.74	105, 043.08	22, 686.26	57, 436.99	185, 166.23	105, 043.08	22, 686.26	57, 436.99	185, 166.23	51, 638.51
Misamis	244, 785.48	227, 551.06	7, 831.11	262, 999.64	498, 381.81	178, 214.50	12, 490.22	202, 166.63	361, 518.87	178, 214.50	12, 490.22	202, 166.63	361, 518.87	136, 862.94
Mountain	360, 954.69	360, 954.69	105, 301.68	238, 501.68	704, 758.05	342, 608.86	76, 703.84	262, 861.84	621, 479.33	342, 608.86	76, 703.84	262, 861.84	621, 479.33	83, 278.72
Nueva Ecija	336, 892.44	141, 057.02	372, 197.68	808, 457.27	277, 213.39	277, 213.39	13, 160.49	289, 462.25	599, 430.23	277, 213.39	13, 160.49	289, 462.25	599, 430.23	224, 615.79
Nueva Vizcaya	105, 000.92	104, 882.08	55, 242.74	61, 188.57	221, 313.39	103, 837.14	39, 089.45	56, 553.69	179, 480.28	103, 837.14	39, 089.45	56, 553.69	179, 480.28	21, 583.11

Occidental Negros.....	437, 713. 11	426, 108. 14	25, 158. 26	526, 027. 06	977, 293. 46	354, 164. 25	24, 928. 32	310, 779. 92	689, 872. 50	+	287, 420. 95
Oriental Negros.....	307, 307. 54	301, 068. 22	83, 820. 07	243, 201. 37	628, 083. 66	229, 939. 70	112, 246. 16	183, 143. 19	525, 329. 05	+	102, 760. 61
Palawan.....	132, 794. 54	113, 882. 12	11, 611. 36	71, 914. 77	197, 408. 25	98, 008. 38	7, 824. 11	50, 983. 04	157, 315. 53	+	40, 092. 72
Pangasinan.....	326, 261. 03	327, 508. 76	34, 470. 18	308, 598. 29	730, 447. 23	267, 997. 62	83, 674. 50	269, 139. 85	670, 871. 97	+	189, 675. 26
Rizal.....	888, 208. 92	705, 081. 75	24, 581. 63	816, 825. 43	1, 546, 485. 81	662, 886. 29	30, 412. 78	598, 916. 24	262, 215. 31	+	284, 273. 40
Romblon.....	321, 454. 77	280, 748. 98	8, 170. 13	483, 184. 59	772, 053. 70	242, 962. 43	18, 069. 22	240, 088. 69	501, 120. 40	+	270, 953. 80
Samar.....	89, 909. 79	91, 367. 45	12, 397. 60	64, 838. 82	168, 630. 87	82, 132. 42	36, 014. 64	61, 993. 76	180, 116. 82	+	11, 512. 95
Sorsogon.....	431, 246. 44	428, 025. 91	43, 317. 58	436, 905. 84	808, 243. 83	825, 440. 99	73, 681. 67	289, 241. 54	690, 867. 27	+	217, 382. 06
Sulu.....	220, 206. 96	273, 210. 66	32, 270. 69	177, 062. 18	488, 543. 53	212, 834. 90	48, 514. 59	184, 965. 74	431, 482. 31	+	57, 061. 22
Surigao.....	253, 541. 44	249, 633. 93	46, 579. 93	188, 636. 20	484, 850. 06	198, 510. 21	30, 506. 75	180, 561. 77	427, 576. 57	+	57, 273. 49
Tarlac.....	159, 489. 53	161, 586. 29	16, 155. 22	196, 687. 16	574, 428. 67	158, 196. 85	180, 473. 22	102, 097. 92	290, 800. 82	+	83, 628. 15
Tayabas.....	260, 370. 61	244, 689. 65	88, 049. 24	253, 446. 43	586, 138. 32	223, 249. 70	135, 307. 19	180, 473. 22	539, 030. 11	+	47, 158. 21
Union.....	302, 963. 88	273, 246. 09	41, 258. 16	509, 689. 92	824, 194. 17	351, 718. 71	10, 161. 81	381, 806. 08	743, 687. 20	+	80, 806. 97
Zambales.....	311, 799. 68	275, 285. 45	5, 005. 37	303, 879. 67	684, 180. 49	239, 243. 68	13, 928. 68	229, 093. 48	482, 265. 84	+	101, 914. 66
Zamboanga.....	143, 170. 56	170, 783. 88	8, 673. 13	115, 291. 48	294, 718. 49	133, 095. 56	12, 019. 10	128, 137. 05	270, 271. 71	+	24, 446. 78
Department of Mindanao and Sulu.....	279, 020. 89	276, 409. 39	139, 228. 61	197, 276. 72	612, 914. 72	328, 774. 53	130, 173. 03	199, 188. 12	718, 141. 68	-	105, 226. 96
General Office.....	21, 488. 48	29, 492. 32			29, 492. 32	24, 854. 77			24, 854. 77	+	4, 637. 55
Insular schools.....	346, 689. 80	355, 318. 61			355, 318. 61	389, 135. 30			389, 135. 30	+	3, 816. 69
Office of the superintendent of private schools.....	485, 585. 31	592, 612. 47			592, 612. 47	580, 583. 96			580, 583. 96	+	12, 228. 51
Allotments undistributed.....	11, 198. 74	8, 211. 05			8, 211. 05	10, 511. 26			10, 511. 26	-	2, 300. 21
Sales income and revertible receipts.....	249, 419. 48	217, 096. 88			217, 096. 88	(215, 843. 60)			(215, 843. 60)	+	432, 940. 48
Total for all divisions.....	(348, 840. 61)	(255, 847. 73)			(255, 847. 73)	(235, 438. 75)	(327, 779. 11)		(563, 217. 86)	-	(307, 370. 13)
Plus permanent improvements.....	14, 711, 296. 64	14, 117, 005. 29	3, 299, 374. 54	13, 585, 071. 30	31, 001, 451. 13	11, 905, 121. 61	1, 541, 492. 28	10, 855, 854. 75	24, 302, 468. 64	+	6, 698, 982. 49
Insular aid to provinces and to municipalities.....	143, 836. 79	196, 820. 06			196, 820. 06	897, 126. 22			897, 126. 22	-	700, 306. 16
Net expenditures.....	14, 855, 073. 43	14, 313, 825. 35	(20, 768. 14)	(3, 875, 784. 76)	(8, 896, 552. 90)		(491, 000. 00)	(6, 497, 055. 16)	(6, 988, 055. 16)	+	(1, 908, 497. 74)
			3, 278, 606. 40	4, 709, 286. 54	22, 301, 718. 29	12, 802, 247. 83	1, 050, 492. 28	4, 358, 799. 59	18, 211, 539. 70	+	4, 090, 178. 59

Insular, provincial, and municipal expenditures are supplemented each year by voluntary contributions, which during the school year 1921-22 amounted to ₱1,498,110.63. (See Table 23 on pages 140-41.)

No. 34.—*Summary of Property Transactions and Statement of Sales*

A table showing, by divisions and for the Islands, a summary of property transactions and a statement of sales during the fiscal year 1922.

Item	On Hand January 1, 1922	Issued	Expended	Sold	On Hand December 31, 1922	Statement of Sales (Primary Textbooks, etc.)
Equipment:						
Abra	P31.32				P31.32	P6,403.40
Agusan		P182.60			182.60	2,407.28
Albay	1,261.89				1,261.89	13,093.63
Antique	1,069.95	8.40			1,078.35	6,580.67
Bataan	1,063.56				1,063.56	4,108.74
Batanes						
Batangas	56.65	3.57	P12.96		47.26	16,448.42
Bohol	1,674.18				1,674.18	20,469.68
Bukidnon	329.40		57.75		271.65	217.26
Bulacan	1,794.02			P1,752.29	41.73	13,733.48
Cagayan	1,120.08		13.38		1,106.70	18,271.32
Camarines Norte						4,591.34
Camarines Sur	1,139.99				1,139.99	18,940.92
Capiz	2,758.26	4.73	39.26		2,723.73	11,326.99
Cavite	3,029.32	15.23	33.94		3,010.61	12,968.84
Cebu	1,137.32	10.00			1,147.32	36,789.19
C. L. A. S. ¹	81,357.91	975.64	3,500.03	52.28	78,781.24	3,604.63
Cotabato	2,634.16				2,634.16	988.64
Davao						1,595.27
General Office	93,848.11	28.35	(4,659.63)	1,396.01	97,140.08	4,277.17
General Sales Department						208,094.27
Ilocos Norte	7,303.15				7,303.15	17,699.37
Ilocos Sur	673.06	5.51	38.41	7.55	632.61	26,239.13
Iloilo	2,828.11				2,828.11	31,610.04
Industrial museum	5,334.31		35.03	9.13	5,290.15	
Isabela	347.75		7.55		340.20	9,927.80
Laguna	255.78				255.78	21,777.75
Lanao	29.98				29.98	876.96
Leyte	6,662.85	145.11	595.96		6,212.00	24,431.54
Manila	37,908.01	1,056.64	274.44		38,690.21	56,865.63
Marinduque	125.29			7.69	117.60	5,955.67
Masbate			(210.96)		210.96	2,226.93
Mindoro	17.96		7.55		10.41	4,872.12
Misamis	1,068.74		12.96		1,055.78	12,351.65
Mountain	12,975.07	26.49	(1,813.29)		14,814.85	6,787.28
Nueva Ecija	1,707.86		1,448.25		259.61	18,405.82
Nueva Vizcaya	5.41				5.41	4,573.80
Occidental Negros	2,298.84	2.63		16.08	2,285.39	26,706.77
Oriental Negros	1,139.99				1,139.99	9,117.49
Palawan						1,954.90
Pampanga	56.80		(514.17)		570.97	13,559.90
Pangasinan	1,183.82		18.41		1,165.41	53,883.72
Philippine Nautical School	11,994.90	381.78	(394.39)	18.56	12,752.51	566.60
Philippine Normal School	54,491.34	1,020.00	51.42	460.78	54,999.14	9,669.44
P. S. A. T. ²	98,460.25	3,574.46	703.70		101,331.01	6,053.96
Rizal	28.56	5.78			34.34	13,415.37
Romblon	438.35		377.95		60.40	4,375.51
Samar	10,779.48	26.52	6.30	500.00	10,299.70	20,461.41
Sorsogon	11,824.78		270.32		11,554.46	10,252.44
Sulu	1,590.50		57.54		1,532.96	2,015.84
Surigao	330.75				330.75	5,551.35
Tarlac	1,971.31				1,971.31	25,442.38
Tayabas	2,383.74	15.34	83.84		2,315.24	16,102.58
Teachers Camp	77,445.69	5,829.17	1,176.40	90.11	82,008.35	15.39
Union	40.60				40.60	13,869.67
Zambales	12.96				12.96	7,379.26
Zamboanga	1,737.36	74.55			1,811.91	4,015.48
Total equipment	549,759.47	13,392.50	1,230.91	4,310.48	557,610.58	893,922.09

¹ Central Luzon Agricultural School.² Philippine School of Arts and Trades.

No. 34.—*Summary of Property Transactions and Statement of Sales—Continued*

Item	On Hand January 1, 1922	Issued	Expended	Sold	On Hand December 31, 1922	Statement of Sales (Primary Textbooks, etc.)
Land	P643, 907. 57				P643, 907. 57	
Buildings, Philippine School of Arts and Trades	41, 430. 00				41, 430. 00	
Buildings and improve- ments	1, 786, 969. 26	P24, 336. 79			1, 811, 306. 05	
Irrigation head-control, canals, and laterals	59, 562. 21				59, 562. 21	
Water supply head- control, reservoirs, pumping stations, and conduits	4, 866. 24				4, 866. 24	
Consumable supplies	3, 198, 412. 77	1, 779, 556. 34	P234, 578. 22	P565, 445. 46	4, 177, 945. 43	
Grand total	6, 284, 907. 52	1, 817, 285. 63	235, 809. 13	569, 755. 94	7, 296, 628. 08	P893, 922. 09



OCT 9 1924

THE GOVERNMENT OF THE PHILIPPINE ISLANDS
DEPARTMENT OF PUBLIC INSTRUCTION
BUREAU OF EDUCATION

**TWENTY-FOURTH ANNUAL
REPORT OF THE DIRECTOR
OF EDUCATION**

JANUARY 1, 1923, TO DECEMBER 31, 1923



MANILA
BUREAU OF PRINTING
1924

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THE GOVERNMENT OF THE PHILIPPINE ISLANDS
DEPARTMENT OF PUBLIC INSTRUCTION
BUREAU OF EDUCATION

TWENTY-FOURTH ANNUAL REPORT OF THE DIRECTOR OF EDUCATION

JANUARY 1, 1923, TO DECEMBER 31, 1923



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10-8-1924.

LETTER OF TRANSMITTAL

THE GOVERNMENT OF THE PHILIPPINE ISLANDS
DEPARTMENT OF PUBLIC INSTRUCTION
BUREAU OF EDUCATION

MANILA, *February 12, 1924*

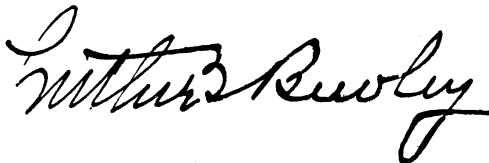
The Honorable

The SECRETARY OF PUBLIC INSTRUCTION

Manila, P. I.

SIR: In compliance with the requirements of law, I have the honor to submit herewith the Twenty-Fourth Annual Report of the Director of Education which covers the calendar year 1923.

Very respectfully,

A handwritten signature in cursive script, reading "Arthur B. Rawley". The signature is written in dark ink and is positioned above the printed name of the Director of Education.

Director of Education

TABLE OF CONTENTS

	Page
SCHOOLS, PUPILS, AND TEACHERS.....	9
Introductory Statement.....	9
Increase in Total Number of Schools.....	9
Decrease in Number of Primary Schools.....	10
Decrease in Number of Primary Schools and Increase in Number of Other Schools Expected.....	10
Increase in Number of Intermediate Schools.....	11
Increase in Number of Secondary Schools.....	11
Classification of Secondary Schools.....	11
Location of Regular Secondary Schools.....	11
Provinces without Complete Secondary Schools.....	12
Increase in Total Enrolment in All Schools.....	12
Percentage of Population in School.....	12
Elementary and Secondary Enrolment.....	12
Increase in Elementary Enrolment.....	13
Increase in Secondary Enrolment.....	13
Attendance of Pupils in All Schools.....	13
Promotions of Pupils.....	14
Graduations of Pupils.....	14
Increase in Number of Teachers.....	14
American Teachers.....	15
More Teachers Qualify in Examinations.....	16
Improvement in Scholarship of Filipino Teachers.....	16
New Salary Schedule for Filipino Teachers.....	16
Salaries of Filipino Insular Teachers.....	18
Salaries of Filipino Municipal Teachers.....	18
Teacher Pensionados.....	18
Student Pensionados.....	18
Teachers' Pension Law.....	19
BUILDINGS AND SITES.....	19
Number of Buildings and Number of Rooms in Them.....	19
Increase in Total Number of Buildings.....	19
Classification of Buildings.....	20
Increase in Number of Permanent Buildings.....	20
Permanent Buildings Completed and Authorized during 1923.....	20
Increase in Number of Mixed-Material Buildings.....	21
Increase in Number of Temporary Buildings.....	21
Rented Buildings.....	21
Girls' Dormitories.....	21
Teachers' Cottages.....	22
School Sites Acquired in Three Ways.....	22
Number and Classification of School Sites.....	22
More First-Class Sites.....	22
Increase in Total Number of Sites.....	22
FINANCES.....	23
Sources of School Funds.....	23
Total of Governmental Expenditures for School Purposes.....	23
Decrease in 1922 Total Expenditures.....	23
Decrease in Insular Expenditures during 1923.....	24
1922 Figures for Local Expenditures.....	24
Decrease in Provincial Expenditures during 1922.....	24
Slight Increase in Municipal Expenditures during 1922.....	24
Decrease in Amount of Voluntary Contributions.....	25
End of Operation of Act 2782.....	25

	Page
COURSES OF STUDY.....	26
Work Required.....	26
Primary Work.....	26
Intermediate Work.....	28
Secondary Work.....	29
Provisions for Exceptional Children.....	32
TEXTBOOKS, PUBLICATIONS, AND OTHER PRINTED MATERIAL.....	32
Textbooks Adopted and Readopted during 1923.....	32
Supplementary Readers Adopted during 1923.....	35
Textbooks and Other Publications Produced by Bureau of Education.....	36
Planotyped and Mimeographed Material.....	37
LIBRARIES	37
Increasing in Number and in Size.....	37
New Lists of Library Books.....	37
List of Professional Books.....	38
Lessons on Use of Libraries.....	38
Course in Library Practice at Normal School Now Elective.....	38
SUPERVISION	38
Its Importance.....	38
The Supervisory Organization.....	38
Observation and Suggestion Book.....	40
ACADEMIC EDUCATION.....	40
Progress in Academic Work.....	40
Cause of Progress in English.....	40
More Supplementary Readers.....	41
Progress in Elimination of Errors in English.....	41
Improvement in Pronunciation.....	41
Making Work in Conversational English Less Formal.....	42
Requirement Helps Improve Quality of English.....	42
Cause of Little Progress in Mathematics.....	42
Standard Tests in Arithmetic.....	43
Improvement in Teaching of Geography.....	43
General Science Now in Curriculum.....	43
Improvement in Teaching of Spelling.....	43
Spelling Investigations.....	43
Vocabulary Investigations.....	44
The Public Schools versus Illiteracy.....	44
INDUSTRIAL AND VOCATIONAL EDUCATION.....	45
Curriculum Provides Liberal Amount of Industrial and Vocational Training.....	45
Enrolment in Industrial Courses.....	45
Value of Production in Industrial Courses.....	46
Disposition of Industrial Production.....	46
Extent of Gardening Activities.....	46
Garden-Day Celebrations.....	47
Agricultural-Club Work.....	47
Tree-Planting Activities.....	47
Vocational Schools.....	48
Insular Schools.....	48
Enrolment in Insular Schools.....	48
Schools of Agriculture.....	49
Decrease in Number of Settlement Farm Schools.....	49
Extension of Agricultural Education Desired.....	50
PHYSICAL EDUCATION.....	50
Great Help to Filipino Children.....	50
More Appreciation of Its Importance.....	50
Group Athletics and Athletic Contests.....	50
Insular Interscholastic Championship Games.....	50
Far Eastern Championship Games.....	51
SCHOOL HEALTH WORK.....	51
Receiving More Attention.....	51
Junior Red Cross Activities.....	51

	Page
PUBLIC-WELFARE AND OTHER ACTIVITIES.....	51
Occupy Important Place in School Work.....	51
EDUCATION AMONG NON-CHRISTIANS.....	52
Schools, Enrolment, and Teachers in Non-Christian Provinces....	52
Decrease in Number of Schools.....	52
Increase in Enrolment.....	53
Elementary and Secondary Enrolment.....	53
Increase in Number of Girls Enrolled.....	54
Increase in Number of Teachers.....	54
More Non-Christians Qualifying for Teaching Positions.....	54
APPENDIXES	55
A. Bureau of Education Personnel.....	55
B. Legislation	58
Act 3050 (Teachers' Pension Law) as Amended by Act 3100	58
C. Statistical Tables.....	64
1. Schools, Enrolment, Attendance, and Percentages of Attendance.....	64
2. Enrolment by Grades and by Sexes.....	66
3. Enrolment of Secondary Students by Courses.....	72
4. Enrolment of Intermediate Pupils by Courses.....	80
5. Enrolment, Pupils Dropped, and Percentages of Pu- pils Dropped.....	84
6. Promotions of Pupils.....	88
7. Percentages of Pupils Promoted.....	92
8. The Average Number of Pupils per Teacher.....	98
9. Classification of Teachers.....	100
10. Attainments of Filipino Teachers.....	104
11. Average Monthly Salaries of Filipino Insular Teach- ers	106
12. Average Monthly Salaries of Filipino Municipal Teachers	107
13. Percentages of Filipino Municipal Teachers Receiv- ing Certain Monthly Salaries.....	108
14. Libraries	110
15. Agricultural Schools.....	118
16. Farm Schools.....	120
17. Settlement Farm Schools.....	122
18. Agricultural Clubs.....	124
19. School and Home Gardens.....	128
20. Garden-Day Celebrations.....	130
21. Nurseries	131
22. Industrial Enrolment and Production.....	132
23. Voluntary Contributions.....	136
24. School Health Work.....	138
25. Junior Red Cross Activities.....	140
26. School Sites.....	142
27. Permanent, Mixed-Material, and Temporary School Buildings	144
28. Insular Funds for School-Building Construction.....	148
29. Insular, Provincial, and Municipal Expenditures for Public-School Purposes during the Period 1912 to 1922	149
30. Operation Statement for 1923.....	149
31. Insular Expenditures.....	154
32. Total of Governmental Expenditures for Public- School Purposes.....	155
33. Insular, Provincial, and Municipal Expenditures for Public-School Purposes by Divisions.....	156
34. Summary of Property Transactions and Statement of Sales	158

TWENTY-FOURTH ANNUAL REPORT OF THE DIRECTOR OF EDUCATION

SCHOOLS, PUPILS, AND TEACHERS

Although our educational program continues to be limited by the financial resources of the Insular Government, and by the financial resources of provincial and municipal governments as well, the year 1923 was marked by a slight increase in the total number of public schools and by rather creditable increases in the number of pupils and teachers in them. Just what these increases amounted to may be seen from a perusal of the following table, which shows for December, 1923, the number of public schools, and the annual enrolment of pupils and the number of teachers in them, as compared with corresponding data for December, 1922:

Item	December, 1922	December, 1923	Increase (+) Decrease (-)	Percentage of Increase (+); of Decrease (-)
Schools—				
Elementary (Primary	6,620	6,573	— 47	— .71
(Intermediate	931	1,010	+ 79	+ 8.49
Secondary	83	85	+ 2	+ 2.41
Total	7,634	7,668	+ 34	+ .45
Annual Enrolment—				
Elementary	1,063,926	1,087,732	+ 23,806	+ 2.24
Secondary	33,218	41,265	+ 8,047	+ 24.22
Total	1,097,144	1,128,997	+ 31,853	+ 2.90
Teachers—				
Elementary	23,428	24,190	+ 762	+ 3.25
Secondary	768	933	+ 165	+ 21.48
Supervising ¹	652	657	+ 5	+ .77
Total	24,848	25,780	+ 932	+ 3.75

¹ Division and district supervisors.

The following table shows the 1923 increase and percentage of increase in the total number of public schools, Increase in Total Number of Schools as compared with corresponding data for each of the five years immediately preceding:

Year	Number of Public Schools (December)	Increase (+) Decrease (-)	Percentage of Increase (+); of De- crease (-)
1917	4,744	-----	-----
1918	4,932	+188	+ 3.96
1919	5,917	+985	+19.97
1920	6,885	+968	+14.06
1921	7,659	+774	+11.24
1922	7,634	- 25	- .33
1923	7,668	+ 34	+ .45

The 1923 decrease, like the 1922 decrease, in the number of public primary schools came about largely through the consolidation, for the sake of economy, of schools in places where consolidation was deemed possible without interfering too much with attendance and through the closing, also for the sake of economy, of schools in places where attendance was poor and where proper interest in school work was lacking.

The following table shows the 1923 decrease and percentage of decrease in the number of public primary schools, as compared with corresponding data for each of the five years immediately preceding:

Year	Number of Public Primary Schools (December)	Increase (+) Decrease (-)	Percentage of Increase (+); of De- crease (-)
1917	4,274	-----	-----
1918	4,371	+ 97	+ 2.27
1919	5,253	+882	+20.18
1920	6,084	+831	+15.82
1921	6,730	+646	+10.62
1922	6,620	-110	- 1.63
1923	6,573	- 47	- .71

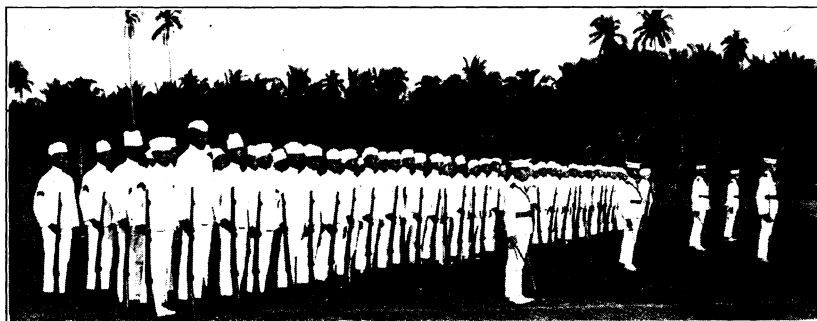
It has been the policy of the educational organization during the period of financial depression that the Government has been beset with for the last two years to limit the enrolment of new pupils in all schools and to continue in operation, in so far as possible, school facilities for all old pupils who cared to go on with their school work. As a result of this policy, decreases in the number of primary schools and increases in the number of intermediate and secondary schools may be expected for the first four years if the depression continues that long, after which decreases in the number of intermediate schools or classes may be expected for three years before decreases in the number of secondary schools or classes actually begin.



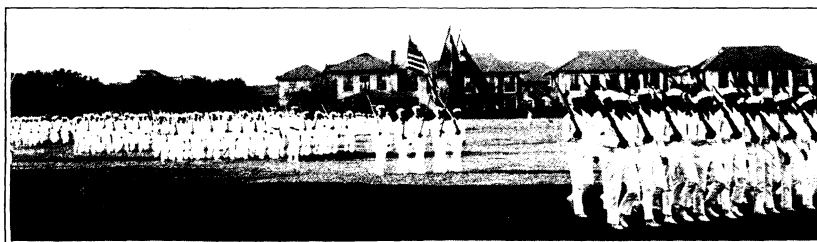
Second-grade girls participating in folk dances, Cagayan Central School, Cagayan, Misamis.



Impromptu games, Boalan barrio school, Zamboanga, Zamboanga.



Student military-training corps, Misamis High School, Cagayan, Misamis.



Military drill, Philippine Normal School, Manila.

The following table shows the 1923 increase and percentage of increase in the number of public intermediate schools, as compared with corresponding data for each of the five years immediately preceding:

Year	Number of Public Intermediate Schools (December)	Increase	Percentage of Increase
1917	422		
1918	511	89	21.09
1919	614	103	20.16
1920	736	122	19.87
1921	857	121	16.44
1922	931	74	8.63
1923	1,010	79	8.49

The following table shows the 1923 increase and percentage of increase in the number of public secondary schools, as compared with corresponding data for each of the five years immediately preceding:

Year	Number of Public Secondary Schools (December)	Increase	Percentage of Increase
1917	48		
1918	50	2	4.17
1919	50	0	0
1920	65	15	30.00
1921	72	7	10.77
1922	83	11	15.28
1923	85	2	2.41

Of the 85 public secondary schools in operation in the Philippines in December, 1923, 46 were four-year schools, 9 were three-year schools, 21 were two-year schools, and 9 were one-year schools. Furthermore, 55 were regular or ordinary high schools and 30 were special or vocational schools.

There are 4 regular high schools in Manila. Most of the other regular high schools are located in provincial capitals.

There are only 5 out of the 48 provinces that have within their boundaries more than one regular high school each, and no one of these has more than two. There is not in any province more than one regular four-year high school.

There are now no provinces in which there are no public secondary schools at all. However, there are 10 in which there

are no complete public secondary schools. Of the 10 provinces having no complete secondary schools, there are Provinces with- out Complete Secondary Schools in 4, no classes above the third year; in 4, no classes above the second year; and in 2, no classes above the first year.

The following table shows the 1923 increase and percent- age of increase in the total annual enrolment of Total Enrolment in All Schools pupils in all public schools, as compared with corresponding data for each of the five years immediately preceding:

Year	Annual En- rolment in Public Schools (December)	Increase	Percentage of Increase
1917	663,277		
1918	671,729	8,452	1.27
1919	776,639	104,910	15.61
1920	935,678	159,039	20.47
1921	1,070,255	134,577	14.38
1922	1,097,144	26,889	2.51
1923	1,128,997	31,853	2.90

A better understanding may be had as to the real meaning of the increases in enrolment just referred to if they are shown in the relation that they bear to total population and to school population, as is done in the following table:

Year	Annual En- rolment in Public Schools (Decem- ber)	Total Pop- ulation ¹	Percentage of Total Population Enrolled in Public Schools	School Pop- ulation ²	Percentage of School Population Enrolled in Public Schools
1917	663,277	10,082,414	6.58	2,684,443	24.71
1918	671,729	10,314,310	6.51	2,746,202	24.46
1919	776,639	10,551,539	7.36	2,809,847	27.64
1920	935,678	10,794,223	8.66	2,873,962	32.56
1921	1,070,255	11,042,490	9.69	2,940,063	36.40
1922	1,097,144	11,296,569	9.71	3,007,711	36.48
1923	1,128,997	11,556,390	9.77	3,077,467	36.69

¹ The 1918 total-population figure was taken from the 1918 Philippine census. The other total-population figures came from population estimates made in the Office of the Governor-General.

² The 1918 school-population figure was taken from the 1918 census. The other school-population figures bear the same relation to corresponding total-population figures that the school-population enumeration in the 1918 census bears to the total-population enumeration in the 1918 census.

It may be seen from the table given on page 9 that, of the 1,128,997 pupils that were enrolled in our schools in December, 1923, 1,087,732, or 96.34 per cent, were enrolled in elementary schools, and 41,265, or 3.66 per cent, were enrolled in secondary schools. Of the 1,087,732 pupils enrolled in elementary schools, 634,350, or 58.32 per cent, were boys and 453,382, or 41.68 per cent, were girls. Of the 41,265 students enrolled in secondary schools,

27,972, or 67.79 per cent, were boys and 13,293, or 32.21 per cent, were girls.

The following table shows the 1923 increase and percentage of increase in the total annual enrolment of pupils in all public elementary schools, as compared with corresponding data for each of the five years immediately preceding:

Year	Annual Enrolment in Public Elementary Schools (December)	Increase	Percentage of Increase
1917	648,781		
1918	654,845	6,064	.93
1919	759,448	104,603	15.97
1920	916,613	157,165	20.69
1921	1,045,330	128,717	14.04
1922	1,063,926	18,596	1.78
1923	1,087,732	23,806	2.24

The following table shows the 1923 increase and percentage of increase in the total annual enrolment of students in all public secondary schools, as compared with corresponding data for each of the five years immediately preceding:

Year	Annual Enrolment in Public Secondary Schools (December)	Increase	Percentage of Increase
1917	14,496		
1918	16,884	2,388	16.47
1919	17,191	307	1.82
1920	19,065	1,874	10.90
1921	24,925	5,860	30.74
1922	33,218	8,293	33.27
1923	41,265	8,047	24.22

The following table shows for the school year 1922-23 the average daily attendance in all public schools, the percentages of attendance, and the percentages of pupils held in school throughout the year, as compared with corresponding data for each of the five school years immediately preceding:

School Year	Average Daily Attendance of Pupils in Public Schools	Percentage of Attendance, Figured on Basis of Average Monthly Enrolment	Percentage of Attendance, Figured on Basis of Total Annual Enrolment	Percentage of Pupils Held in School throughout the Year
1917-18	521,377	92	78	76
1918-19	501,989	88	74	76
1919-20	618,392	91	78	80
1920-21	774,882	93	82	83
1921-22	909,947	93	84	83
1922-23	936,120	94	85	85

The following table shows for the school year 1922-23, and for each of the five school years immediately preceding, the total number of pupils promoted in public schools and the percentages of pupils promoted (figured on the basis of annual enrolment, on the basis of March enrolment, and on the basis of the number of pupils examined) :

School Year	Number of Pupils Promoted	Annual Enrolment	Percentage of Pupils Promoted, Figured on Basis of Annual Enrolment	March Enrolment	Percentage of Pupils Promoted, Figured on Basis of March Enrolment	Number of Pupils Examined	Percentage of Pupils Promoted, Figured on Basis of Number of Pupils Examined
1917-18	348,460	671,398	51.90	511,945	68.07	489,951	71.12
1918-19	357,843	681,588	52.50	513,924	69.63	511,993	69.89
1919-20	433,096	791,626	54.71	633,723	68.34	612,067	70.76
1920-21	555,767	943,364	58.91	779,462	71.30	766,000	72.55
1921-22	640,249	1,077,342	59.43	919,416	69.64	904,938	70.75
1922-23	656,187	1,102,396	59.52	936,408	70.07	924,248	71.00

The following table shows for the school year 1922-23, the increase and the percentage of increase in the number of primary, in the number of intermediate, and in the number of secondary graduates of public schools, as compared with corresponding data for each of the four years immediately preceding :

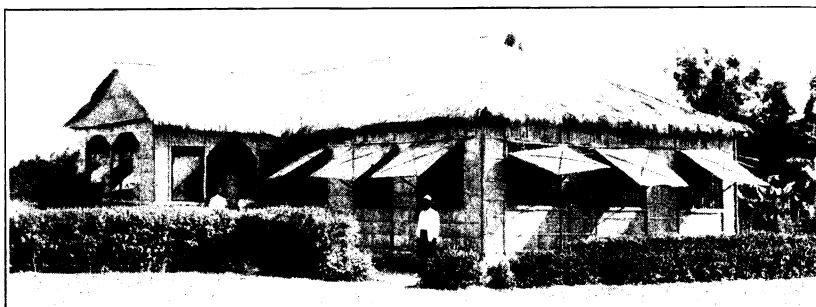
School Year	Number of Primary Graduates	Increase	Percentage of Increase	Number of Intermediate Graduates	Increase	Percentage of Increase	Number of Secondary Graduates	Increase	Percentage of Increase
1916-17	28,702			8,983			880		
1917-18	33,217	4,515	15.73	10,380	1,397	15.55	1,077	197	22.39
1918-19	36,859	3,642	10.96	11,304	924	8.90	1,205	128	11.88
1919-20	43,815	6,956	18.87	12,700	1,396	12.35	1,334	129	10.71
1920-21	54,985	11,170	25.49	16,703	4,003	31.52	1,538	204	15.29
1921-22	63,765	8,780	15.97	19,697	2,994	17.92	1,836	298	19.38
1922-23	69,900	6,135	9.62	21,987	2,290	11.63	2,191	355	19.34

All of the secondary graduates enumerated above are graduates of four-year secondary schools. The number of graduates of public four-year secondary schools at the end of the school year 1922-23 was, as may be noted, 2,191, or about .194 per cent of the total annual enrolment for that school year in all public schools and about .019 per cent of the total population of the Islands.

The following table shows the 1923 increase and percentage of increase in the total number of teachers, as compared with corresponding data for each of the five years immediately preceding :



Domestic-science building, Kabankalan Elementary School, Kabankalan, Occidental Negros.



Apaya barrio-school building, Laoag, Ilocos Norte.



Some of buildings at Bunauan Agricultural School, Bunauan, Agusan.



Saravia Elementary School plant, Saravia, Occidental Negros.

Year	Number of Teachers (December)	Increase	Percentage of Increase
1917	13,377		
1918	14,523	1,146	8.57
1919	17,781	3,258	22.43
1920	21,017	3,236	18.20
1921	24,181	3,164	15.05
1922	24,848	667	2.76
1923	25,780	932	3.75

Of the 25,780 teachers on duty in the public schools in December, 1923, 15,327, or 59.45 per cent, were men and 10,453, or 40.55 per cent, were women.

The following table shows the number of American teachers (exclusive of superintendents) on duty in public schools in December, 1923, as compared with the number of American teachers on duty in public schools in December of each of the five years immediately preceding:

Date	American Teachers		
	Men	Women	Total
December, 1918	177	191	368
December, 1919	164	189	353
December, 1920	118	198	316
December, 1921	136	216	352
December, 1922	134	202	336
December, 1923	141	188	329

We were given authority to employ last year 80 additional American teachers, and before the end of the year the full number authorized had been obtained. Of these, 44 were men and 36 were women.

Because of the inadequate inducements that we are able to offer American teachers, it is becoming ever harder and harder to hold them in the service after the expiration of the two-year contracts that they sign upon accepting their appointments. Although much has been done within the last few years to increase the salaries of these teachers, they are yet much underpaid.

Not only do we think that something should be done to increase the compensation of American teachers but we also think that retroactive legislation should be put into effect allowing those who remain on duty say three consecutive years one half the cost, and those who remain on duty say five consecutive years the full cost, of return transportation to the United States. This would undoubtedly help us hold them longer in the service and would in that event prove much more economical and much more satisfactory than the continuous importation every year

of so many new ones who are completely without Philippine experience.

Among the teachers who qualified in senior-teacher examinations in June were 3 Americans (1 man and 2 women) and 27 Filipinos (25 men and 2 women). The number of Filipino teachers who qualified in junior-teacher examinations was 46 (42 men and 4 women).

That there has been substantial improvement during the last few school years in the scholarship of Filipino teachers—Insular, provincial, and municipal—may be seen from a study of the following:

Filipino Teachers	School Year					
	1917-18	1918-19	1919-20	1920-21	1921-22	1922-23
Percentage who were graduates of normal schools, colleges, or universities in the United States or in the Philippines.....	4.11	4.88	4.96	4.05	4.18	4.66
Percentage who were graduates of Philippine secondary schools other than normal schools.....	4.66	5.59	5.55	6.07	7.17	10.33
Percentage who were of educational attainments ranging from the second to the fourth years secondary.....	19.32	23.11	24.82	27.47	29.66	33.67
Percentage who were of attainments under the second year secondary.....	71.14	65.38	63.63	61.85	58.25	50.22
Percentage who were of attainments not easily classified because of their training along special lines.....	.77	1.04	1.04	.56	.74	1.12

The solution of problems connected with the employment of better qualified Filipino teachers will tend to become less and less difficult as we become better able to offer more and more in the way of financial inducements. During 1923, this Office obtained from the Governor-General for the Filipino teaching personnel approval of the following new salary schedule, which is much more liberal than any previous schedule of its kind:

Filipino teachers educated in the United States at government expense.....	₱1,560 a year (minimum).
Those educated in the United States at their own expense and holding at least an A. B. degree from a recognized college or university, entrance salary.....	₱2,000 to ₱2,400 a year.
Those educated in the United States at their own expense and holding an A. M. degree from a recognized college or university, entrance salary.....	₱2,400 to ₱3,000 a year.
Those educated in the United States at their own expense and holding a doctor's degree, entrance salary.....	₱3,000 to ₱3,200 a year.

Graduates of the University of the Philippines—

With an A. B. degree (four-year course)...	₱1,200 a year (minimum).
With a High School Teacher's Certificate..	₱1,440 a year (minimum).
With a B. S. E. degree.....	₱1,560 a year (minimum).
Those majoring in science (capable of teaching physics and biology).....	₱240 more than other graduates.

Those majoring in mathematics or English	₱120 more than other graduates.
--	---------------------------------

Graduates of the Philippine Normal School... ₱1,200 a year (minimum).

Graduates of the provincial four-year normal course

₱1,080 a year (minimum).

Junior-teacher eligibles (regardless of educational qualifications), junior-teacher-of-agriculture eligible, junior-teacher-of-woodworking eligible, or junior-teacher-of-domestic-science eligible.....

₱960 a year (minimum).

Junior-teacher eligible who has had no experience but who has educational qualifications equivalent to at least the completion of the high-school course.....

₱1,080 a year (minimum).

Junior-teacher eligible who is a high-school graduate and has had at least two years of teaching experience.....

₱1,200 a year (minimum).

Senior-teacher eligible, depending on educational qualifications and experience.....

₱1,500 to ₱2,000 a year.

Senior-teacher eligible who is a Philippine Normal School graduate or A. B. (of the four-year course) of the University.....

₱1,620 a year (minimum).

Senior-teacher eligible who is a Philippine Normal School graduate, or an A. B. (of the four-year course) of the University, with at least one year of teaching experience....

₱1,740 a year (minimum).

Senior-teacher eligible who has a High School Teacher's Certificate, but who is without teaching experience.....

₱1,740 a year (minimum).

Senior-teacher eligible who has a High School Teacher's Certificate and who has had at least one year of teaching experience.....

₱1,800 a year (minimum).

Senior-teacher eligible who is a B.S.E. with no teaching experience.....

₱1,800 a year (minimum).

Senior-teacher eligible who is a B.S.E. with at least one year of teaching experience.....

₱2,000 a year (minimum).

Supervising teachers who are normal graduates with at least one year of teaching experience, or junior-teacher eligibles with five years of successful teaching experience, or junior-teacher eligibles who are high-school graduates and who have had at least two years of successful teaching experience.....

₱1,620 a year (minimum).

Teachers assigned to isolated provinces like Batanes, Palawan, and Antique and to Mindanao and Sulu may be given an entrance salary one grade higher than is provided for in this schedule, at the discretion of the Director of Education.

The following table shows for March, 1923, the average monthly salaries of Filipino Insular teachers, as compared with corresponding averages for March of each of the five years immediately preceding:

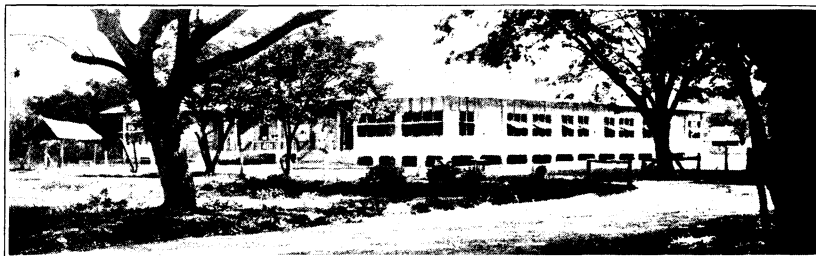
Date	Average Monthly Salaries of Filipino Insular Teachers		
	Regular	Temporary	Both Regular and Temporary
March, 1918	P66.33	P50.05	P59.75
March, 1919	70.67	54.71	65.83
March, 1920	75.97	60.24	71.76
March, 1921	89.92	69.62	84.22
March, 1922	98.42	77.66	93.36
March, 1923	105.78	82.82	100.85

The following table shows for March, 1923, the average monthly salaries of Filipino municipal teachers, as compared with corresponding averages for March of each of the five years immediately preceding:

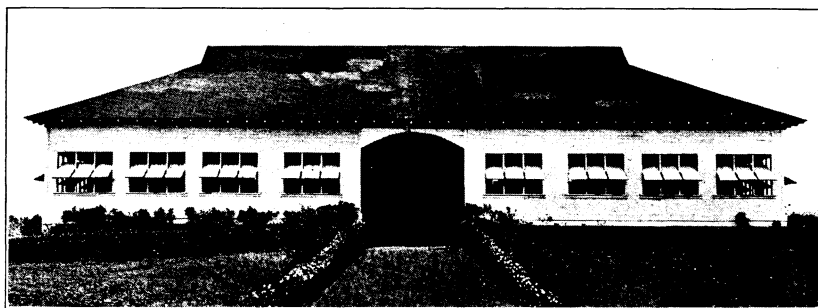
Date	Average Monthly Salaries of Filipino Municipal Teachers		
	Regular	Temporary	Both Regular and Temporary
March, 1918	P26.28	P24.97	P25.72
March, 1919	31.42	29.58	30.65
March, 1920	39.21	35.41	37.86
March, 1921	43.44	37.85	41.72
March, 1922	44.11	39.10	42.57
March, 1923	47.53	44.55	46.71

For a number of years, the Insular Government has provided funds for the purpose of sending a few deserving Filipino teachers as pensionados to the United States and to Insular schools for further training along special lines. In December, 1923, there were 4 teacher pensionados from the Bureau of Education studying in the United States; 79 studying at the Philippine Normal School; and 1 studying at the Philippine School of Arts and Trades.

In the general appropriation act for 1918 and in each general appropriation act since then, funds have been assigned to the Bureau of Education for the purpose of sending student pensionados from the specially organized provinces of Mindanao and Sulu to public secondary schools and to the College of Agriculture of the University of the Philippines with the idea of preparing them for positions in the Bureau of Education. Each of these students signs an agreement to work for the Bureau of Education for as many years



Umingan Elementary School building, Umingan, Pangasinan.



Primary-school building, Maimbung, Sulu.



Rizal Elementary School building, Manila.



School for the Deaf and the Blind, Pasay, Rizal. Building just completed. Grounds not improved.



after he receives his training as he spends as a pensionado getting it. In December, 1923, there were 4 student pensionados from Mindanao and Sulu attending the Philippine Normal School; 3 attending the Zamboanga Normal School; 16 attending the Central Luzon Agricultural School; and 4 attending the College of Agriculture of the University of the Philippines.

It is thought that the operation of Act 3050, Teachers' Pension Act, which was passed in 1922, and which was amended in 1923 by Act 3100, will tend to hold in the school organization many

Teachers' Pension Law of our best and most experienced teachers, especially those who have ten or more years of service to their credit. A copy of Act 3050, as amended by Act 3100, may be found in Appendix B of this report.

BUILDINGS AND SITES

There was released during 1923 from the 1923 and previous annual Insular appropriations for permanent-improvement projects the sum of ₱343,569 for the purchase of school sites and for the construction of school buildings. This sum being augmented as it was by sums released from provincial and municipal appropriations and by money, materials, land, labor, etc., coming through voluntary contributions, helped quite considerably to stimulate the promotion of new building projects during the year, as may be seen from a study of the following table, which shows for December, 1923, the number of government-owned school buildings, and the number of rooms in them, as compared with corresponding data for December, 1922:

Item	December, 1922	December, 1923	Increase	Percentage of Increase
School buildings—				
Permanent	1,301	1,408	107	8.22
Mixed-material	1,137	1,299	162	14.25
Temporary	3,295	3,691	396	12.02
Total	5,733	6,398	665	11.60
Rooms—				
In permanent buildings	7,035	7,762	727	10.33
In mixed-material buildings	2,774	3,304	530	19.11
In temporary buildings	6,593	8,029	1,436	21.78
Total	16,402	19,095	2,693	16.42

The following table shows the 1923 increase and percentage of increase in the total number of government-owned school buildings, and the 1923 increase and percentage of increase in the total number of rooms in government-owned school buildings, as compared

with corresponding data for each of the five years immediately preceding:

Year	Number of Government-Owned School Buildings (December)	Increase	Percentage of Increase	Number of Rooms in Government-Owned School Buildings (December)	Increase	Percentage of Increase
1917.....	2,701			7,825		
1918.....	3,035	334	12.37	8,861	1,036	13.24
1919.....	3,432	397	13.08	9,995	1,134	12.80
1920.....	4,063	631	18.39	11,741	1,746	17.47
1921.....	5,028	965	23.75	14,291	2,550	21.72
1922.....	5,733	705	14.02	16,402	2,111	14.77
1923.....	6,398	665	11.60	19,095	2,693	16.42

It may be seen from the table given at the bottom of page 19 that out of the year's increase of 665 in the total number of government-owned school buildings, 107 are classified as permanent; 162, as mixed-material; and 396, as temporary.

The following table shows the 1923 increase and percentage of increase in the number of permanent school buildings, and the 1923 increase and percentage of increase in the number of rooms in permanent school buildings, as compared with corresponding data for each of the five years immediately preceding:

Year	Number of Permanent School Buildings (December)	Increase	Percentage of Increase	Number of Rooms in Permanent School Buildings (December)	Increase	Percentage of Increase
1917.....	840			4,465		
1918.....	865	25	2.98	4,664	199	4.46
1919.....	919	54	6.24	4,985	321	6.88
1920.....	1,046	127	13.82	5,594	609	12.22
1921.....	1,165	119	11.38	6,366	772	13.80
1922.....	1,301	136	11.67	7,035	669	10.51
1923.....	1,408	107	8.22	7,762	727	10.33

Among the larger of the permanent school buildings completed during 1923 are: a 29-room building for the School for the Deaf and the Blind in Pasay, Rizal; a 16-room central-school building in San Carlos, Pangasinan; a 14-room central-school building in La Carlota, Occidental Negros; a 9-room central-school building in Talisay, Occidental Negros; a 9-room central-school building in Balaoan, La Union; an 8-room central-school building in Pontevedra, Capiz; an 8-room central-school building in Baguio, Mountain Province; a 7-room central-school building in Majayjay, Laguna; and a 7-room central-school building in Santa Cruz, Marinduque. Included among the larger of the

Permanent Buildings Completed and Authorized during 1923

permanent buildings authorized during 1923 and now under construction is a 17-room high-school building in Albay, Albay.

The following table shows the 1923 increase and percentage of increase in the number of mixed-material school buildings, and the 1923 increase and percentage of increase in the number of rooms in mixed-material school buildings, as compared with corresponding data for each of the five years immediately preceding:

Year	Number of Mixed-Material School Buildings (December)	Increase	Percentage of Increase	Number of Rooms in Mixed-Material School Buildings (December)	Increase	Percentage of Increase
1917	677			1,448		
1918	741	64	9.45	1,814	366	25.28
1919	816	75	10.12	2,029	215	11.85
1920	966	150	18.38	2,388	364	17.94
1921	1,061	95	9.83	2,591	198	8.27
1922	1,137	76	7.16	2,774	183	7.06
1923	1,299	162	14.25	3,304	530	19.11

The following table shows the 1923 increase and percentage of increase in the number of temporary school buildings, and the 1923 increase and percentage of increase in the number of rooms in temporary school buildings, as compared with corresponding data for each of the five years immediately preceding:

Year	Number of Temporary School Buildings (December)	Increase	Percentage of Increase	Number of Rooms in Temporary School Buildings (December)	Increase	Percentage of Increase
1917	1,184			1,912		
1918	1,429	245	20.69	2,377	465	24.32
1919	1,697	268	18.75	2,981	604	25.41
1920	2,051	354	20.86	3,754	773	25.93
1921	2,802	751	36.62	5,334	1,580	42.09
1922	3,295	493	17.59	6,593	1,259	23.60
1923	3,691	396	12.02	8,029	1,436	21.78

Since there are always more schools in operation than there are government-owned buildings to house them, it is necessary each year to rent a sufficient number of privately owned buildings to take care of them. Although most of the rented buildings are the best that can be obtained, they are as a rule not satisfactory for school purposes.

Rented Buildings

There are now in the Islands a number of girls' dormitories operated in connection with secondary schools for the purpose of furnishing, at reasonable cost, board and lodging for out-of-town girls attending those schools. A 20-room building for one such dormitory in Lucena, Tayabas, was completed during 1923.

Girls' Dormitories

There are also in the Islands a number of government-owned cottages that have been made available, at reasonable rents, for teachers. More of these are needed, especially for high-school teachers, who so often experience difficulty in locating suitable places to live. Included among such cottages completed during 1923 is a 7-room cottage in Lucena, Tayabas.

Teachers' Cottages

Our school sites are acquired in three ways; namely, by purchase, through donations, and from government reservations. By far the largest number of them are acquired through donations.

The following table shows for December, 1923, the number and the classification of government-owned school sites as compared with corresponding data for December, 1922:

Item	December, 1922	December, 1923	Increase (+) Decrease (-)	Percentage of Increase (+); of De- crease (-)
School sites—				
Insular and provincial	121	121	0	0
Municipal:				
Central—				
First-class	792	852	+ 60	+ 7.58
Second-class	171	169	— 2	— 1.17
Third-class	318	313	— 5	— 1.57
Barrio—				
First-class	2,313	2,619	+306	+13.23
Second-class	606	713	+107	+17.66
Third-class	843	900	+ 57	+ 6.76
Total	5,164	5,687	+523	+10.32

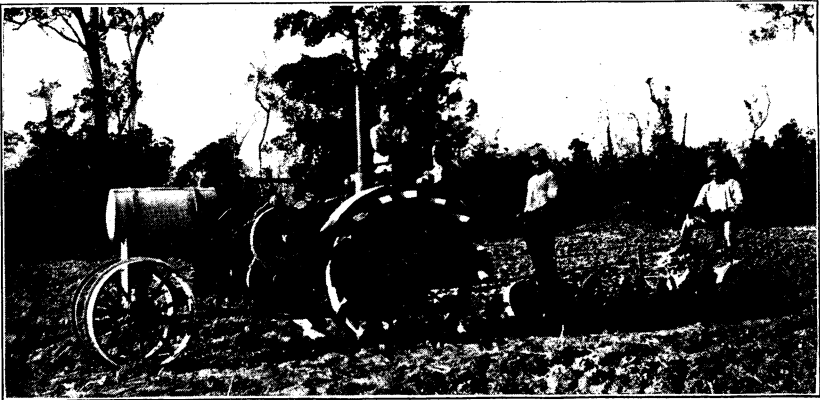
Much is accomplished each year in the way of developing second and third-class central and barrio-school sites into first-class sites. This accounts for the decrease shown in the table just given in the number of second and third-class central-school sites and to some extent for the increase in the number of first-class sites.

The following table shows the 1923 increase and percentage of increase in the total number of government-owned school sites, as compared with corresponding data for each of the five years immediately preceding:

Date	Number of Government- Owned School Sites (December)	Increase	Percentage of Increase
1917	2,824		
1918	3,193	369	13.07
1919	3,647	454	14.22
1920	4,041	394	10.80
1921	4,614	573	14.13
1922	5,164	550	11.92
1923	5,687	523	10.13



Class in stock judging, Trinidad Agricultural School, Trinidad, Mountain.



Students learning to operate tractor, Central Luzon Agricultural School, Muñoz, Nueva Ecija.

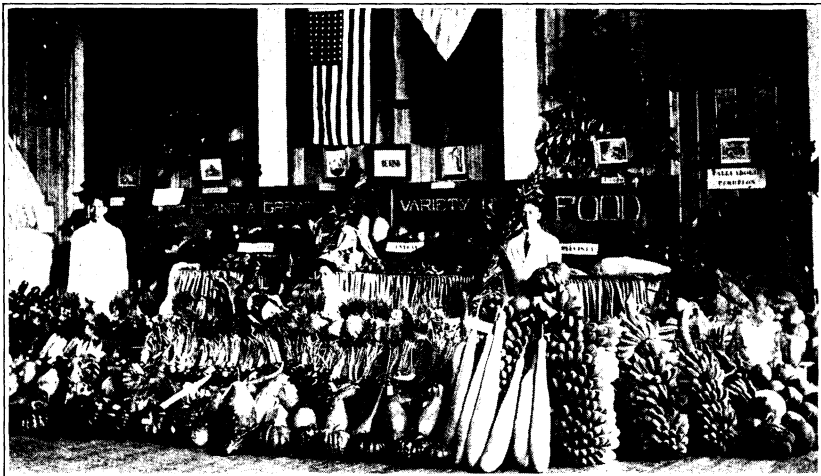


Exhibit of vegetables, school garden-day celebration, Carcar, Cebu.



Champion indoor-baseball team, provincial meet, Masbate.

FINANCES

The Philippine public-school system is financed with funds obtained from governmental sources—Insular, Sources of School Funds provincial, and municipal—supplemented by voluntary contributions.

The net total of 1923 governmental expenditures—Insular, provincial, and municipal—for public-school purposes is not yet known, because the figures representing 1923 Total of Governmental Expenditures for School Purposes provincial and municipal school expenditures are not yet available, and will not be available until near the end of 1924.

The net total of 1922 governmental expenditures for public-school purposes was ₱22,068,939.58, or Decrease in 1922 Total Expenditures ₱232,778.71 less than the net total of 1921 governmental expenditures for public-school purposes.

The following table shows the net total of 1922 governmental expenditures for public-school purposes, together with the 1922 governmental expenditure per capita and per pupil, as compared with corresponding data for each of the five years immediately preceding:

Year	Net Total of Governmental Expenditures for Public-School Purposes	Governmental Expenditure per Capita ¹	Governmental Expenditure per Pupil ²
1917	₱9,222,321.32	₱0.915	₱16.129
1918	10,881,699.97	1.055	19.180
1919	14,271,126.55	1.353	22.489
1920	18,211,539.70	1.687	23.183
1921	22,301,718.29	2.020	24.062
1922	22,068,939.58	1.909	22.249

¹ Expenditure per capita is figured on the basis of the total-population estimates given in the table on page 12 of this report.

² Expenditure per pupil is figured on the basis of average monthly enrolment for all of the school months in the fiscal year except June, the opening month, during which many of the primary pupils are held out of school because of the normal institutes that are then in session.

It may be noted from a study of the table just given that the 1922 expenditure per capita was about 11 centavos less than the 1921 expenditure per capita and that the 1922 expenditure per pupil was about ₱1.81 less than the 1921 expenditure per pupil. Inadequate sources of school revenue made this retrenchment in expenditures absolutely necessary.

During the year 1923, the net total of Insular expenditures for public-school purposes was ₱14,440,716.69, or ₱443,521.07 less than the corresponding total for 1922.

The following table shows the 1923 decrease and percentage of decrease in the total of Insular expenditures for school purposes, as compared with corresponding data for each of the five years immediately preceding:

Year	Net Total of Insular Expenditures for Public-School Purposes	Increase (+) Decrease (—)	Percentage of Increase (+); of Decrease (—)
1917	P5, 176, 788.42		
1918	6, 067, 277.33	+ P890, 488.91	+ 17.20
1919	10, 087, 449.92	+ 4, 020, 172.59	+ 66.26
1920	12, 802, 247.83	+ 2, 714, 797.91	+ 26.91
1921	14, 313, 825.35	+ 1, 511, 577.52	+ 11.81
1922	14, 884, 237.76	+ 570, 412.41	+ 3.99
1923	14, 440, 716.69	— 443, 521.07	— 2.98

Since figures representing provincial and municipal expenditures for public-school purposes during 1923 are not now obtainable, we are reporting herein corresponding figures for the fiscal year 1922.

The 1922 total of expenditures on provincial high, normal, agricultural, farm, trade, and commercial schools was P2,538,132.87. But since P74,500 of this amount was derived from Insular funds distributed as aid to the provinces and was reported among 1922 Insular expenditures, the actual contribution of the provinces during 1922 to the support of provincial schools was P2,463,632.87, or P814,973.53 less than the corresponding contribution during 1921.

The following table shows the 1922 decrease and percentage of decrease in the actual contribution of the provinces to the support of the schools, as compared with corresponding data for each of the four years immediately preceding:

Year	Net Total of Provincial Expenditures for Public-School Purposes	Increase (+) Decrease (—)	Percentage of Increase (+); of Decrease (—)
1917	P431, 018.20		
1918	715, 614.63	+ P284, 596.43	+ 66.03
1919	468, 124.58	— 247, 490.05	— 34.58
1920	1, 050, 492.28	+ 582, 367.70	+ 124.40
1921	3, 278, 606.40	+ 2, 228, 114.12	+ 212.10
1922	2, 463, 632.87	— 814, 973.53	— 24.86

The 1922 total of expenditures on municipal schools was P13,752,228.21. But since P9,031,159.26 of this amount was derived from Insular funds distributed as Insular expenditures, the actual contribution of the municipalities during 1922 to the support of

municipal schools was ₦4,721,068.95, or ₦11,782.41 more than the corresponding contribution during 1921.

The following table shows the 1922 increase and percentage of increase in the actual contribution of the municipalities to the support of the schools, as compared with corresponding data for each of the four years immediately preceding:

Year	Net Total of Municipal Expenditures for Public-School Purposes	Increase (+) Decrease (—)	Percentage of Increase (+); of Decrease (—)
1917	₦3,614,514.70		
1918	4,098,808.01	+ ₦484,293.31	+ 13.40
1919	3,716,552.05	— 383,255.96	— 9.35
1920	4,358,799.59	+ 643,247.54	+ 17.31
1921	4,709,286.54	+ 350,486.95	+ 8.04
1922	4,721,068.95	+ 11,782.41	+ .25

The total value of voluntary contributions during the school year 1922–23 to the support of public schools was ₦1,191,059.26, or ₦307,051.37 less than the total value of voluntary contributions to the same cause during the school year 1921–22.

The following table shows the 1922–23 decrease and percentage of decrease in the total of voluntary contributions to public-school support, as compared with corresponding data for each of the five school years immediately preceding:

School Year	Total of Voluntary Contributions to Public-School Support	Increase (+) Decrease (—)	Percentage of Increase (+); of Decrease (—)
1916–17	₦478,802.61		
1917–18	617,399.77	+ ₦138,597.16	+ 28.95
1918–19	682,549.58	+ 65,149.81	+ 10.55
1919–20	799,537.84	+ 116,988.26	+ 17.14
1920–21	1,347,124.34	+ 547,586.50	+ 68.49
1921–22	1,498,110.63	+ 150,986.29	+ 11.21
1922–23	1,191,059.26	— 307,051.37	— 20.50

The year 1923 saw the end of the operation of Act 2782, which was passed in 1918 and which appropriated, out of Insular funds not otherwise appropriated, the sum of ₦30,705,824 to be released, if available, in annual instalments during 1919, 1920, 1921, 1922, and 1923, and to be used for the purpose of extending in the Islands advantages incident to free elementary education. From the ₦30,705,824 thus appropriated, there was available for expenditure during 1919 the sum of ₦735,000; during 1920, the sum of ₦3,919,000; during 1921, the sum of ₦6,305,400; and there should have been available for expenditure during 1922 the sum of ₦8,710,440 and during 1923 the sum of ₦11,035,984, but, with financial conditions such as they were, the 1922 and

1923 instalments had to be reduced to ₱7,047,828.60 and ₱7,047,828 respectively, practically all of which amounts, because of limitations in the 1922 and 1923 appropriations for current expenses, were needed to finance extension schools already in operation. It was for this reason that very little was done during 1922 and 1923 in the way of extending elementary education. And very little more can be done in the future in the way of extension work of any kind unless new sources of school revenue are created.

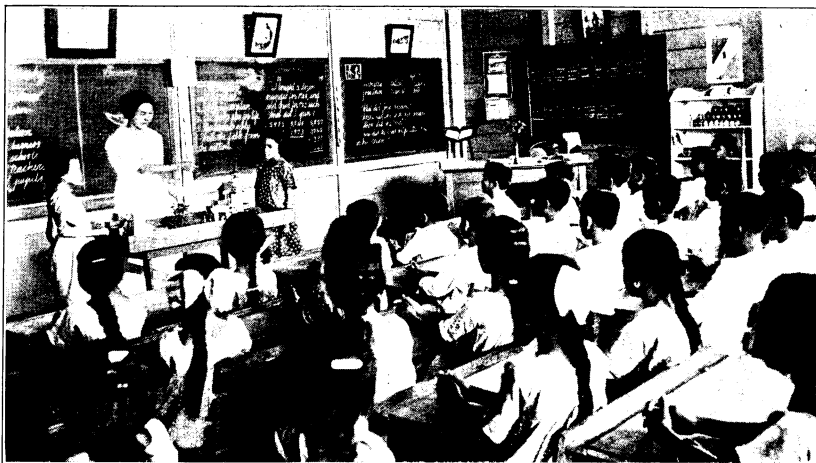
COURSES OF STUDY

The Philippine public-school curriculum requires of the average pupil four years of primary work, three years of intermediate work, and four years of secondary work.

Abundant and suitable suggestions relative to primary work are contained in the new Bureau of Education *Course of Study for Primary Grades*, copies of which will be ready to be placed in the hands of all primary teachers and supervisors by the opening of schools next June.

The new course just referred to has been prepared with the idea of meeting recent changes in Philippine social conditions that have been instituted through further extension and popularization of education—both public and private—as well as with the idea of meeting recent changes in methods of instruction that have marked the progress of education the world over. Giving as it does much more latitude to teachers for the employment of individual judgment and initiative in the choice of materials and methods, it should fill, much better than the old course, the needs of elementary schools in all parts of the Islands in the role that they are expected to play in the solution of the educational problems of the country, the community, and the individual.

The new course is intended to be not a taskmaster, but a helpful guide; not an incentive to deadening uniformity in the schools, but a precursor of wholesome standards that need to be set up. It does not outline work by days and by weeks as is done in the old course because it is thought that our schools have outgrown the need of a course worked out in such detail. In some subjects, the work for each semester is indicated, but that is suggestive rather than mandatory, it being realized that one class may be able to do more than is indicated and another less. The division of the work into units of time smaller than semesters is left largely to teachers and to their supervisors who are cautioned to remember, however, that pupils in their charge should neither be hurried nor held back.



Third-grade class. Polo, Bulacan.



Class of Mohammedan girls, Maimbung, Sulu.



Fourth-grade class in lupis handbag making, Cagayan Central School, Cagayan, Misamis.



Fourth-grade class in basketry, Zamboanga Central School, Zamboanga.

Teachers are not expected to follow slavishly the methods suggested in the new course. References to the best of authorities on methods are given. These, as well as the course itself, will have to be studied, and the material selected therefrom will have to be used, with the utmost degree of care and thought.

While the course has been addressed primarily to classroom teachers and has been written with the idea of making it so clear that it may be intelligible even to the inexperienced and untrained, there will ever be need of helpful suggestions from those who exercise supervision. If superintendents, division supervisors, district supervisors, and principals make a thorough study of the aims, the standards, the requirements, the methods, and the principles set forth in the course and if they are careful to give those under their direction the particular help that they need in making use of it, it is thought that there will undoubtedly come as a result inestimable improvement in instruction throughout the Islands.

The following outline indicates the scope of primary work as prescribed in the new course, the figures in parentheses indicating the number of minutes devoted each day to different subjects:

First Grade	Second Grade	Third Grade	Fourth Grade
Language, conversational English, good manners and right conduct, civics, hygiene, and sanitation (80). Reading (60). Phonics (10). Number work (30). Writing (20). Music (20). Drawing (15). Physical education (30).	Language, conversational English, good manners and right conduct, civics, hygiene, and sanitation (60). Reading (60). Phonics (10). Arithmetic (30). Spelling (10). Writing (15). Music (25). Drawing (15). Physical education (30). Industrial work (40): Boys: Handweaving, or making of native baskets, or gardening, or club work. Girls: Sewing, or club work.	Language, conversational English, good manners and right conduct, civics, hygiene, and sanitation (60). Reading (40). Phonics (10). Arithmetic (40). Spelling (10). Writing (15). Music (20). Drawing (15). Home geography (30). Physical education (30). Industrial work (50). Boys: Making of mats, handbags, etc., or hat making, or making of native baskets, or gardening, or club work. Girls: Sewing (3) and embroidery, or lace making, or crocheting, or hat making, or club work (2).	Language, conversational English, good manners and right conduct, civics, hygiene, and sanitation (60). Reading (40). Phonics (10). Arithmetic (40). Spelling (10). Writing (15). Music (20). Drawing (15). Geography (35). Physical education (30). Industrial work (60). Boys: Macramé, or making of mats, handbags, etc., or hat making, or advanced basketry, or slipper making, or carving, or woodworking, or making of brushes and brooms, or gardening, or pottery making, or club work. Girls: Sewing (2) and embroidery, or lace making, or tatting, or crocheting, or cooking and house-keeping, or hat making, or club work (3).

Suggestions relative to intermediate work are contained in the Bureau of Education *Course of Study for Intermediate Grades*. The first draft for a complete revision of this course will most likely be ready some time within the next year, but it will have to be edited and put in final shape before it can be printed.

Intermediate work centers around four different courses, three of which are vocational in nature. The following outlines indicate the scope of the work prescribed for each intermediate course, the figures in parentheses indicating the number of recitations a week, the number being five unless otherwise stated and D meaning double or eighty-minute period:

GENERAL COURSE

Fifth Grade	Sixth Grade	Seventh Grade
Conversational English, composition, and grammar. Reading and spelling. Arithmetic. Music } One half period a day Writing } each. Geography. Drawing (1D). Physical education. Industrial work: Boys: Making of mats, handbags, etc., or hat making, or basket making, or slipper making, or woodworking, or gardening, or club work (4D). Girls: Cooking and housekeeping (1D); sewing (1D); and embroidery, or lace making, or crocheting, or club work (2D).	Conversational English, composition, and grammar. Reading and spelling. Arithmetic. Music } One half period a day Writing } each. Geography. Drawing (1D). Physical education. Industrial work: Boys: Gardening or club work (4D). Girls: Cooking and housekeeping (1D); sewing (1D); and embroidery, or lace making, or crocheting, or club work (2D).	Conversational English, composition, and grammar. Reading and spelling. Arithmetic. Philippine history and government. Physiology, hygiene, and sanitation. Drawing: Boys: (2D). Girls: (1D). Physical education. Industrial work: Boys: Woodworking, or bamboo furniture making, or gardening, or club work (3D). Girls: Cooking and housekeeping (1D); sewing (1D); and embroidery, or lace making, or crocheting, or loom weaving, or club work (2D).

HOUSEKEEPING-AND-HOUSEHOLD-ARTS COURSE

Fifth Grade	Sixth Grade	Seventh Grade
Conversational English, composition, and grammar. Reading and spelling. Arithmetic. Geography. Music (2). Drawing (1D). Physical education. Industrial courses: Cooking and housekeeping (2D); sewing (1D); and embroidery, or lace making, or tatting, or crocheting, or pottery making, or farming, or club work (2D).	Conversational English, composition, and grammar. Reading and spelling. Arithmetic. Hygiene and home sanitation (4). Music (2). Drawing (1D). Physical education. Industrial courses: Cooking and housekeeping (2D); sewing (1D); and embroidery, or lace making, or crocheting, or hat making, or loom weaving, or club work (2D).	Conversational English, composition, and grammar. Reading and spelling. Arithmetic. Hygiene and home sanitation (3). Philippine history (3). Music (2). Drawing (1D). Physical education. Industrial courses: Cooking and housekeeping (2D); sewing (1D); and embroidery, or lace making, or crocheting, or loom weaving, or farming (2D).

TRADE COURSE

Fifth Grade	Sixth Grade	Seventh Grade
Conversational English, composition, and grammar. Reading and spelling. Arithmetic. Drawing (5D). Shopwork (woodworking or ironworking) (5D). Physical education.	Conversational English, composition, and grammar. Reading and spelling. Arithmetic. Drawing (3D). Shopwork (woodworking or ironworking). (3 consecutive periods daily.) Physical education.	Conversational English, composition, and grammar. Reading and spelling. Arithmetic (2D). Drawing (2D). Shopwork (woodworking or ironworking). (3 consecutive periods daily.) Estimating (1D). Physical education.

FARMING COURSE

Fifth Grade	Sixth Grade	Seventh Grade
Conversational English, composition, and grammar. Reading and spelling. Arithmetic. Agriculture. Farmwork (3 consecutive periods daily). Drawing, carpentry, ironworking, and repair work on rainy days or when necessary. Physical education.	Conversational English, composition, and grammar. Reading and spelling. Arithmetic. Agriculture. Farmwork (3 consecutive periods daily). Drawing, carpentry, ironworking, and repair work on rainy days or when necessary. Physical education.	Conversational English, composition, and grammar. Reading and spelling. Arithmetic. Agriculture. Farmwork (3 consecutive periods daily). Drawing, carpentry, ironworking, and repair work on rainy days or when necessary. Physical education.

For the sake of convenience, our secondary courses are usually classified under eight headings—general, normal, agricultural, domestic-science, trade, commercial, surveying, and nautical—

notwithstanding the fact that under each of some of these headings may be grouped two or three distinct courses. For example, under the heading *agricultural* may be grouped the course in agricultural education, the course in farm mechanics, and the course in farm management, and under the heading *normal* may be grouped the courses offered in the Philippine Normal School and the normal courses offered in provincial secondary schools. The following are outlines of the general, the four-year normal, and the domestic-science courses offered in provincial secondary schools, the figures in parentheses indicating the number of periods a week and D meaning double or eighty-minute period:

GENERAL COURSE

Required Subjects

First Year	Second Year		Third Year	Fourth Year
Literature (4). Current events (1).	Literature and composition (5).		Literature and composition (5).	Literature and composition (5).
Composition (5).	Physical geography (5).	General science (5).	Biology (5D).	Economic conditions in the Philippines (5).
United States history (3) and government (2).	General history (4). Current events (1).		General history (4). Current events (1).	Philippine history and government (4). Current events (1).
Algebra (5).	Geometry (5).		Advanced algebra (5).	Physics (5D).
Physical education: Military drill (2). Group games, etc. (3).	Physical education: Military drill (2). Group games, etc. (3).		Physical education: Military drill (2). Group games, etc. (3).	Physical education: Military drill (2). Group games, etc. (3).

Optional Subjects

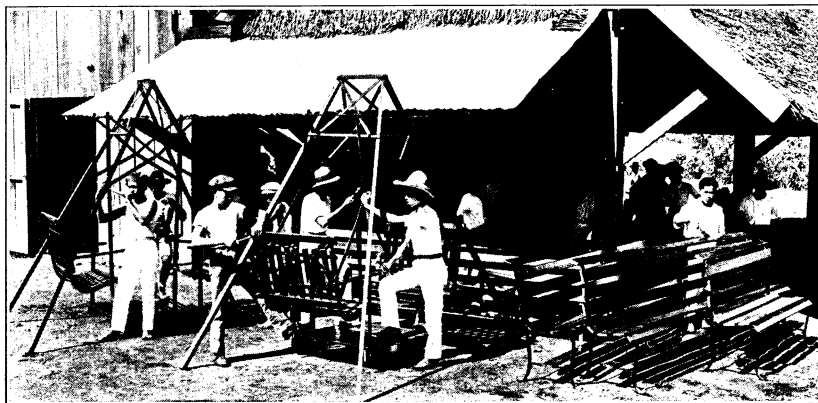
First Year	Second Year	Third Year	Fourth Year
Music.	Music.	Music. Spanish (5).	Music. Spanish (5).

FOUR-YEAR NORMAL COURSE

First Year	Second Year		Third Year		Fourth Year	
Literature (4). Current events (1).	Literature and composition (5).		Literature and composition (5).		Literature and composition (5).	
Composition (5).	Reading (5).		Biology (5D).		Economics (5).	
United States history (3). United States government (2).	General history (4). Current events (1).		General history (4). Current events (1).		Philippine history and government (4). Current events (1).	Physiology, hygiene, and sanitation (5).
Arithmetic (5).	Physical geography (5).	Geography (5).	Psychology (5).	General methods (5).	School management (5).	History of education (5).
Industrial work (3D). Drawing (2D).	Algebra (5).		Music (3). Writing (2).		Observation and teaching (5D).	
Physical education (3).	Physical education (3).		Observation (3).		Physical education (3).	



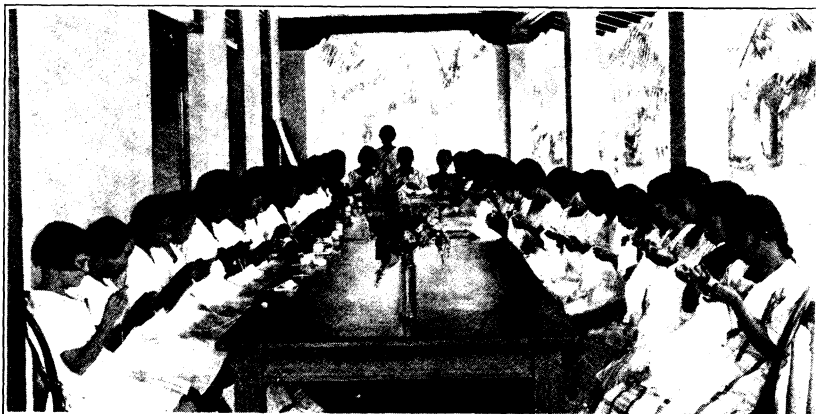
Class in woodworking, Zamboanga Trade School, Zamboanga.



Making swings and benches, Leyte Trade School, Tacloban, Leyte.



Seventh-grade class in lace making, Tacloban, Leyte.



Class in sewing, Zamboanga.



DOMESTIC-SCIENCE COURSE

Required Subjects

First Year	Second Year		Third Year	Fourth Year
Literature (4). Current events (1).	Literature and composition (5).		Literature and composition (5).	Literature and composition (5).
Composition (5).	Physical geography (5).	General science (5).	Biology (5D).	Economics (5).
United States history (3). United States government (2).	General history (4). Current events (1).		General history (4). Current events (1).	Philippine history and government (4). Current events (1).
Embroidery or lace making (3D). Plain sewing (2D).	Housekeeping and cookery (3D). Plain sewing (2D).		Foods and cookery (3D). Embroidery or lace making (2D).	First aid, home care of sick, care and feeding of infants and of children (3D). Embroidery or lace making (2D).
Physical education (3).	Physical education (3).		Physical education (3).	Physical education (3).

Optional Subjects

First Year	Second Year	Third Year	Fourth Year
Music.	Music.	Music. Spanish (5).	Music. Spanish (5).

We have never as yet produced a publication giving complete suggestions relative to work to be done in secondary schools, the demand for such a publication having thus far not been great enough to warrant it. Most of the suggestions relative to secondary work are contained in outlines of courses in certain subjects, in manuals on special subjects, and in general instructions and general circulars sent out from time to time by the Director of Education.

At the opening of the present school year, there were sent out from this Office for use in two-year and four-year normal classes, mimeographed outlines of courses in reading; arithmetic; geography; history and government; and physiology, hygiene, and sanitation. The outline in reading was a reprint of the outline sent out in that subject in November, 1921, but the other outlines were entirely new. It is thought that these outlines, by indicating the ground to be covered and by setting standards of accomplishment, have tended to make the work in normal courses not only more practical but also more profitable.

In view of the increased enrolment in secondary schools and the increasing number of graduates from four-year secondary

courses, plans are now on foot for the discontinuance at the end of the present school year of the two-year normal course that has been offered for some time in certain provincial secondary schools.

Provision has just been made to allow exceptionally capable secondary students to take, under certain conditions, extra work each year with the idea of completing the secondary course in three years. Provision had previously been made to expedite the advancement of exceptional pupils in the elementary grades by allowing division superintendents to promote them at any time during the year that they prove themselves capable of doing the work of the next higher grade. With these two provisions now in effect, there should be in the future much less holding back of gifted children because of the inability of their less gifted schoolmates to keep up with them.

TEXTBOOKS, PUBLICATIONS, AND OTHER PRINTED MATERIAL

With the help of an advisory textbook committee of eleven members—five Americans and six Filipinos—appointed by the Director of Education, the Philippine Textbook Board, created by Act 2957 of the Philippine Legislature and composed of the chairman of the committee on public instruction of the Philippine Senate, the chairman of the committee on public instruction of the Philippine House of Representatives, the President of the University of the Philippines, the Director of Education, and a member appointed by the Governor-General, decided during 1923 upon the following adoptions and readoptions of elementary and secondary textbooks, most of the elementary ones having been contracted for until the next quinquennial adoption in 1928:

ELEMENTARY

First Grade

The Rizal Readers, Primer. Firman and others. The John C. Winston Co.

The Rizal Readers, First Reader. Firman and others. The John C. Winston Co.

The Progressive Music Series, Philippine Edition, Book One. Parker and others. Silver, Burdett & Co. (In hands of teachers only.)

Second Grade

The Philippine Readers, Book Two. Osias. Ginn & Co.

The Progressive Music Series, Philippine Edition, Book One. Parker and others. Silver, Burdett & Co.

Third Grade

- Second Primary Language Book. Reimold. World Book Co.¹
 The Philippine Readers, Book Three. Osias. Ginn & Co.
 Philippine Arithmetics, Second Book, Part I. Bonsall and others.
 World Book Co.
 The Progressive Music Series, Philippine Edition, Book One. Parker
 and others. Silver, Burdett & Co.

Fourth Grade

- Second Primary Language Book. Reimold. World Book Co.¹
 The Philippine Readers, Book Four. Osias. Ginn & Co.
 Stories of Great Filipinos. Benitez and Benitez.
 Philippine Arithmetics, Second Book, Part II. Bonsall and others.
 World Book Co.
 Primary Geography. Townsend-Marshall. American Book Co.¹
 The Progressive Music Series, Philippine Edition, Book Two. Parker
 and others. Silver, Burdett & Co.

Fifth Grade

- Aldine Language Series, Book One. Bryce and others. Newson & Co.¹
 The Philippine Readers, Book Five. Osias. Ginn & Co.
 Fifty Famous Stories Retold. Baldwin. American Book Co.
 Good Manners and Right Conduct, for Grade V. McVenn. D. C. Heath
 & Co.
 Stone-Winkel Arithmetic, Intermediate, Book One. Stone and Winkel.
 Benj. H. Sanborn & Co.
 Intermediate Geography. Miller-Polley. Ginn & Co.¹
 The Progressive Music Series, Philippine Edition, Book Two. Parker
 and others. Silver, Burdett & Co.
 Housekeeping. Butts. Bureau of Education.
 Woodworking for Beginners. Cheney. Bureau of Education. (Trade
 course only.)

Sixth Grade

- Aldine Language Series, Book Two. Bryce and others. Newson & Co.¹
 The Philippine Readers, Book Six. Osias. Ginn & Co.
 The Book of Legends. Scudder. Houghton Mifflin Co.
 Good Manners and Right Conduct, for Grade VI. McVenn. D. C.
 Heath & Co.
 Stone-Winkel Arithmetic, Intermediate, Book Two. Stone and Winkel.
 Benj. H. Sanborn & Co.
 Intermediate Geography. Miller-Polley. Ginn & Co.¹
 The Progressive Music Series, Philippine Edition, Book Three. Parker
 and others. Silver, Burdett & Co.
 Sanitation and Hygiene for the Tropics. Ritchie-Purcell. World
 Book Co. (Housekeeping-and-household-arts course only.)
 Housekeeping. Butts. Bureau of Education.
 Woodworking for Beginners. Cheney. Bureau of Education. (Trade
 course only.)

¹ Readopted for period of one year or more, during which time new bids are to be considered.

Seventh Grade

- Aldine Language Series, Book Two. Bryce and others. Newson & Co.¹
 The Philippine Readers, Book Seven. Osias. Ginn & Co.
 The Song of Hiawatha. Longfellow. Houghton Mifflin Co.
 Good Manners and Right Conduct, for Grade VII. McVenn. D. C. Heath & Co.
 Stone-Winkel Arithmetic, Intermediate, Book Two. Stone and Winkel.
 Benj. H. Sanborn & Co.
 A Brief History of the Philippines. Fernandez. Ginn & Co.
 Philippine Civics. Malcolm. D. Appleton & Co.
 Sanitation and Hygiene for the Tropics. Ritchie-Purcell. World Book Co.
 Housekeeping. Butts. Bureau of Education.
 Woodworking for Beginners. Cheney. Bureau of Education.

SECONDARY

First Year

- Evangeline. Longfellow. Houghton Mifflin Co.
 Prose Selections. Bureau of Education.
 Practical English for High Schools. Lewis and Hosc. American Book Co.
 English Composition. Bureau of Education.
 A History of the United States. Burnham-Melencio. The John C. Winston Co.
 The New Civics. Ashley. The Macmillan Co.²
 First Course in Algebra. Hawkes, Luby, and Touton. Ginn & Co.

Second Year

- Six Selections from Irving's Sketch Book. Sprague. Ginn & Co.
 Sohrab and Rustum. Arnold. Ginn & Co.
 Selected Short Poems. Bureau of Education.
 Practical English for High Schools. Lewis and Hosc. American Book Co.
 English Composition. Bureau of Education.
 High School Geography, Parts I and II. Dryer. American Book Co.
 The Science of Everyday Life. Van Buskirk and Smith. Houghton Mifflin Co.
 Modern Times and the Living Past. Elson. American Book Co.
 Plane Geometry. Hart-Feldman. American Book Co.

Third Year

- English Poems from Chaucer to Kipling. Edited by Parrott and Long Ginn & Co.
 Silas Marner. Eliot. Edited by Witham. Ginn & Co.
 The Merchant of Venice. Shakespeare. Ginn & Co.
 English Composition, Book Two. Brooks. American Book Co.

¹ Readopted for period of one year or more, during which time new bids are to be considered.

² Readopted for short period of time, during which new bids are to be considered.



Class in crocheting, San Anton barrio school, San Leonardo, Nueva Ecija.



Fifth-grade class in cooking, Lipa Elementary School, Lipa, Batangas.



Pupil's poultry project, San Carlos Farm School, San Carlos, Pangasinan.



Hog project of fourth-grade agricultural-club member, Cuenca Elementary School, Cuenca, Batangas.



English Composition. Bureau of Education.

New Essentials of Biology, with Philippine Supplement. Hunter.
American Book Co.

Biology Laboratory Manual. Graham. Philippine Education Co.

Modern Times and the Living Past. Elson. American Book Co.

Second Course in Algebra. Hawkes, Luby, and Touton. Ginn & Co.

Modern High School Arithmetic. Tan. The Associated Publishers.

Beginning Spanish. Espinosa and Allen. American Book Co.

Doña Perfecta. Galdos. American Book Co.

Noli Me Tangere. Rizal.

Fourth Year

English Poems from Chaucer to Kipling. Edited by Parrott and Long.
Ginn & Co.

Macaulay's Life of Samuel Johnson. Edited by Lucas. American Book
Co.

Five American Contributions to Civilization. Eliot. The Century Co.

Macbeth. Shakespeare. Ginn & Co.

English Composition, Book Two. Brooks. American Book Co.

Business English and Correspondence. Davis and Lingham. Ginn & Co.

English Composition. Bureau of Education.

Economic Conditions in the Philippines. Miller. Ginn & Co.

Elements of Economics. Fradenburgh. Charles Scribner's Sons.

A History of the Philippines. Barrows. World Book Co.

Practical Physics. Millikan, Gale, and Pyle. Ginn & Co.

Beginning Spanish. Espinosa and Allen. American Book Co.

Doña Perfecta. Galdos. American Book Co.

Noli Me Tangere. Rizal.

The following supplementary readers were adopted in 1923

Supplementary by the textbook board for use in the grades
Readers Adopted indicated:
during 1923

ELEMENTARY

First Grade

Story Hour Readers, Primer. Coe and Christie. American Book Co.

Second Grade

Story Hour Readers, Book One. Coe and Christie. American Book Co.

The Insular First Reader. Gibbs. American Book Co.

The Philippine National Literature Series, Book I. Fansler and Pan-
lasigue. The Macmillan Co.

The Rhyme and Story First Reader. Blaisdell and Blaisdell. Little,
Brown & Co.

Third Grade

Story Hour Readers, Book Two. Coe and Christie. American Book Co.

The Insular Second Reader. Gibbs. American Book Co.

The Philippine National Literature Series, Book II. Fansler and Pan-
lasigue. The Macmillan Co.

Pretty Polly Flinders. Blaisdell. Little, Brown & Co.

Fourth Grade

Story Hour Readers, Book Three. Coe and Christie. American Book Co.

The Insular Third Reader. Gibbs. American Book Co.

The Philippine National Literature Series, Book III. Fansler and Panlasigüe. The Macmillan Co.

Play Awhile. Doheny. Little, Brown & Co.

Fifth Grade

Story Hour Readings, Fourth Year. Hartwell. American Book Co.

The Carter Intermediate Readers. Book One. Carter. Silver, Burdett & Co.

The Children of History, Early Times. Hancock. Little, Brown & Co.

Sixth Grade

Story Hour Readings, Fifth Year. Hartwell. American Book Co.

The Carter Intermediate Readers, Book Two. Carter. Silver, Burdett & Co.

The Children of History, Later Times. Hancock. Little, Brown & Co.

Seventh Grade

Story Hour Readings, Sixth Year. Hartwell. American Book Co.

The Carter Intermediate Readers, Book Three. Carter. Silver, Burdett & Co.

SECONDARY

First Year

Story Hour Readings, Seventh Year. Hartwell. American Book Co.

It may be seen from the list of adoptions and readoptions during 1923 that a few of our textbooks we produce ourselves, just as we do bulletins, manuals, and other publications, the printing and the binding being done by the Bureau of Printing. Among the publications that we received from the Bureau of Printing during 1923 were the following: a complete revision of *English Composition*, a manual for the use of teachers and students in the secondary schools; a reprint of *Physical Education*, a manual for the use of teachers in all schools; a reprint of *Civics, Hygiene, and Sanitation*, a manual for the use of teachers in the first six grades; a reprint of *Prose Selections*, used in first-year secondary English classes; a reprint of *Selected Short Poems*, used in second-year secondary English classes; a reprint of *The Philippine Islands*, a pamphlet containing information for Americans thinking of entering the Philippine teaching service; and the Twenty-Third Annual Report of the Director of Education. The only Bureau of Education publication that was being printed at the Bureau of Printing at the end of

Textbooks and
Other Publications
Produced by Bureau
of Education

the year was a complete revision of the *Course of Study for Primary Grades*.

Each year a large amount of material is planotyped or mimeographed in the General Office and sent to the field. Besides the usual general instructions, general circulars, general memo-

randums, and general letters on a wide range of subjects, this material during 1923 included: outlines of courses in reading, arithmetic, geography, history and government, and physiology, hygiene, and sanitation for normal classes in provincial secondary schools; lists of primary, intermediate, and secondary library books; a technical bulletin on coir mat making; a technical bulletin on lupis work; and a station list of Bureau of Education employees carried on the Insular Government pay roll.

LIBRARIES

The steady progress that is being made each year in establishing school libraries, and in augmenting the number of books in them, may be noted from a study of the following table, which shows for the year 1923 the number of school libraries and the number of books in them, as compared with corresponding information for each of the five years immediately preceding:

Year	Number of School Libraries			Total Number of Books			Average Number of Books		
	Elementary	Secondary	Total	In Elementary School Libraries	In Secondary School Libraries	In All School Libraries	In Elementary School Libraries	In Secondary School Libraries	In All School Libraries
1918.....	1,684	45	1,729	146,746	78,959	225,705	87	1,755	131
1919.....	1,732	48	1,780	198,797	96,001	295,798	115	2,000	166
1920.....	2,001	59	2,060	249,515	101,620	351,135	125	1,722	170
1921.....	2,205	71	2,276	293,263	113,777	407,040	133	1,602	179
1922.....	2,684	74	2,758	352,875	129,148	482,023	131	1,745	175
1923.....	2,959	80	3,039	492,323	171,304	663,627	166	2,141	218

A new list of library books for primary grades, a new list of library books for intermediate grades, and a new list of library books for secondary schools were mimeographed during 1923 and sent to the field to replace the old lists sent out as a part of Bureau of Education Bulletin 44. The new lists, having, as they do, the classification and the cataloging of each book indicated, will be found of help not only in ordering new library books but also in classifying and in cataloging them.

New Lists of
Library Books

A list of professional books recommended for the use of teachers is now in the course of preparation and will be issued to the field within the next year.

In every regular high school in the Islands, a series of twelve or more lessons on the proper use of libraries is given early in the school year to all students enrolled in first-year classes.

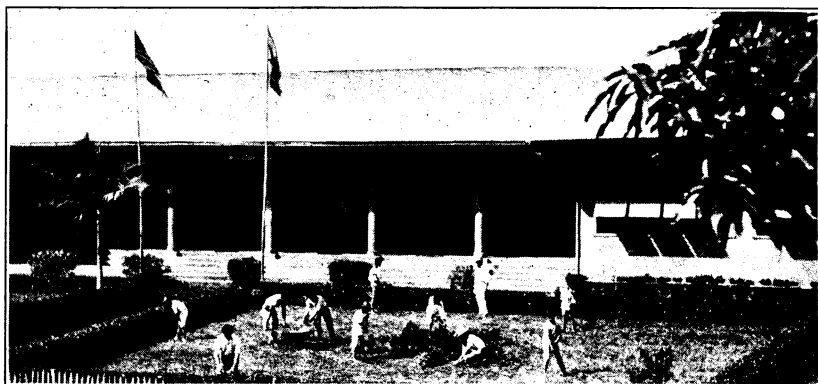
Lessons on Use of Libraries In connection with these lessons, students are required to familiarize themselves with the contents of the school library, and they are taught, among other things, the proper care of books; the parts and the make-up of books; how to obtain books from the library; how to follow library rules; how to conduct themselves in the library; and how to use the dictionary, the encyclopedia, the atlas, etc. Most of the material for these lessons is based on suggestions found in Bureau of Education *Library Lessons for Philippine Public Schools* and in Bureau of Education *Course of Study in English for High Schools*.

The work in library practice that was for some time required at the Philippine Normal School of all students enrolled in the first year of the supervising teachers and principals' course has recently been made elective. It may now be chosen in place of any half-year academic subject in the third or fourth year of any course offered at the Philippine Normal School, but only one student from each province is allowed each year to take it, such student being designated for the work by the division superintendent of his or her province or by the superintendent of the Philippine Normal School if the division superintendent concerned so desires.

SUPERVISION

All such practicable agencies as normal institutes, demonstration classes, supervision, teachers' meetings, teachers' reading courses, etc., are being utilized in our school organization to develop the professional proficiency of the large number of teachers who enter the teaching service without having first had teaching experience or normal training. And among all such agencies so utilized, supervision holds a position of utmost importance.

Our present system of supervision, which has been developed after years of experience with large numbers of teachers of meager attainments, both academically and professionally, is much more highly organized than is commonly supposed by those who have not kept closely in touch with Philippine school work. As may be



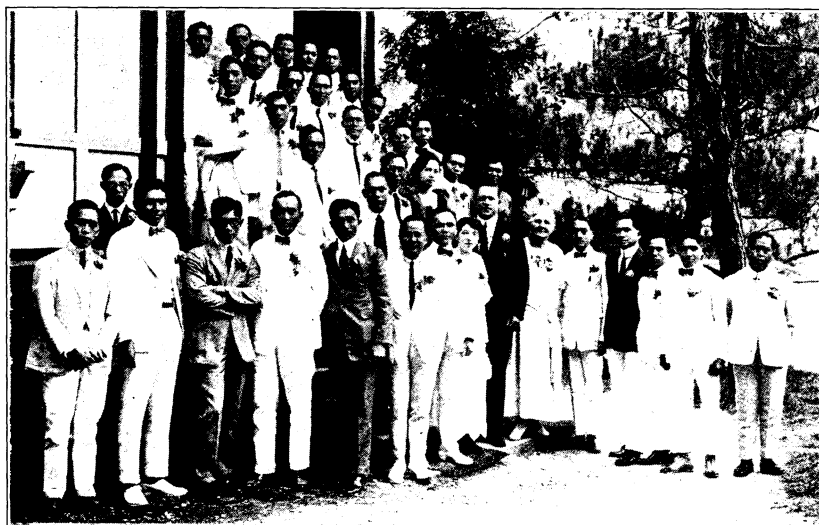
Pupils engaged in school-ground improvement, Batangas.



In central-school library, Carcar, Cebu.

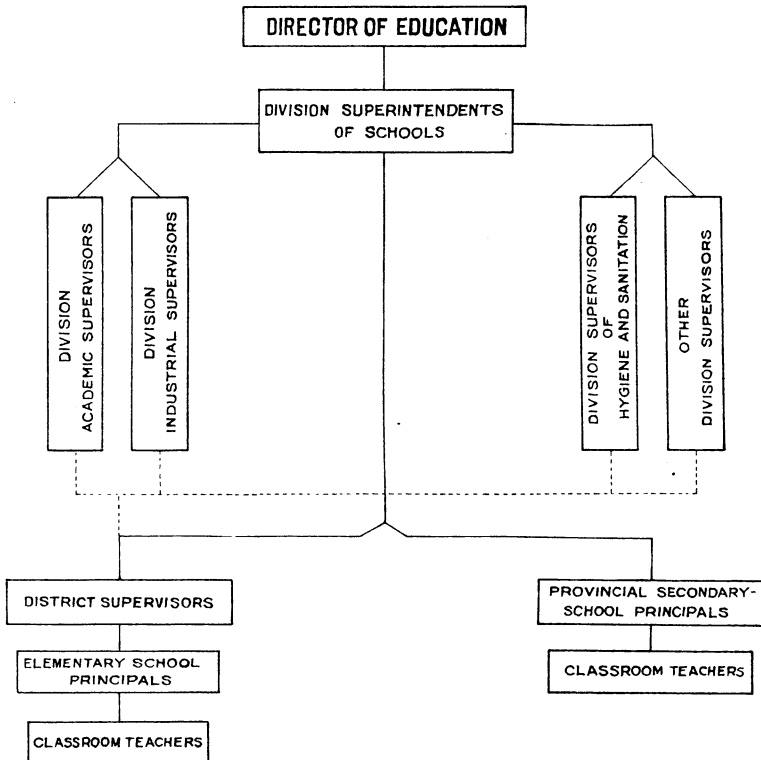


Among those attending district normal institute, Imus, Cavite.



Among those attending conference of academic supervisors at teachers' vacation assembly, Baguio, Mountain.

seen from a study of the following diagram of our supervisory organization, the direct line of supervisory authority and responsibility extends from the Director of Education to the classroom teachers through division superintendents, district supervisors, and principals:



Dotted lines indicate cooperation, not authority.

By means of an organization of this kind, it is possible for the office of the Director, working through division superintendents, to see that the best and most practicable of tried methods and policies are followed by supervisors and teachers throughout the Archipelago. Such an organization will be feasible and desirable until more of our supervisors and teachers have had sufficient academic and professional training to decide for themselves just what methods and policies may be employed with the greatest degree of effectiveness.

At present, all of our division superintendents and most all of our division and district supervisors are men. In December,

1923, there were on duty in the Islands 53 superintendents in charge of school divisions, 56 division academic supervisors, 81 division industrial supervisors, and about 480 or more district supervisors. At the same time, the proportion of district supervisors to the number of principals and teachers under their jurisdiction was about 1 to 50.

Within the last few months, we have distributed to the field for the use of division and district supervisors a number of copies of an observation and suggestion pad, in which the supervisors write whatever helpful, favorable, or adverse criticisms and suggestions that they think can be counted on to bring about improvement in the work of every teacher that they visit. The pad is so printed that two carbon copies can be made of everything that the supervisor wishes to write down, so that in the case of a division supervisor there may be available one copy to be filed in the division office, one copy to be left with the principal of the school inspected to be handed to the teacher visited, and one copy to be sent to the district supervisor; in the case of a district supervisor, one copy to be filed in the district office, one copy to be left with the principal of the school inspected to be handed to the teacher visited, and one copy to be sent to the division office. As a consequence, each teacher benefits by being enabled to see what the supervisor has found to praise or to condemn, and at the same time each division office and each district office is furnished with a permanent and continuous record of each teacher's work.

ACADEMIC EDUCATION

It seems to be the consensus of opinion among school men in the Islands that in academic work during 1923 the most perceptible progress was made in the teaching of English subjects and that the least perceptible progress was made in the teaching of mathematical subjects.

Most of the progress made in the work in English is thought to be due to the renewed emphasis that has been placed on the teaching and the supervision of English subjects; to the assignment of better and more experienced teachers to handle English subjects; and to the increased amount of attention that has been given to the work in reading in all of its separate and distinct phases.

Within the last few years, much impetus has been given to the work in reading through the distribution to the field of a

large number of supplementary readers suitable for use in different grades. With the number of such readers ever on the increase, pupils find themselves confronted each year with better opportunities to read more extensively and in that way to better promote their command of English.

Through this use of large amounts of supplementary reading material in the schools, through the extension of school libraries, and through the use in the classroom of *The School News Review*,¹ much is being accomplished each year in the way of cultivating the reading habit among pupils—both elementary and secondary.

Much progress has been made lately in the elimination of errors in English through the use by teachers and students in secondary schools of a new manual on English composition that is much better adapted to their needs and through continued enforcement in elementary and secondary schools of requirements setting forth standards not only as to the number of compositions to be written in English classes but also as to the manner of writing and correcting them. It is thought that written composition may be made even more important as a means of improvement in English by having teachers pay more attention to the selection of subjects for themes; to training in good usage that will keep the same errors from creeping in again and again in composition work; and to the establishment of reasonable standards of thought, organization, and form, by which standards teachers and pupils may better measure progress and efficiency.

In some of the 1923 division normal institutes, classes in phonics were taught by American teachers. This undoubtedly helped to improve the pronunciation of the teachers in attendance and as a consequence to correct common errors in pronunciation among the pupils later intrusted to their care. In some places, phonographs are now being used to advantage in helping teachers and pupils acquire correct pronunciation of English words.

¹ *The School News Review* is a four-page semimonthly news sheet published by the Bureau of Education and used in connection with the teaching of current events in the upper elementary grades and in secondary schools. During the school year 1922-23, the printing of this paper was done under contract with a local printing establishment and the editorial work on it was done in the General Office. During the present school year, both the printing and the editing are being done under contract.

In a number of schools, much progress has been made in making the work in conversational-English classes less formal and in encouraging pupils in all classes to express their ideas and their opinions more freely, more spontaneously, and more naturally. As a means to such ends, teachers have given much more time and thought to the planning of lessons; to the asking of larger numbers of thought-provoking questions; to the employment of more projects that combine talking with doing; and to the vitalization of school work through the creation in the classroom of more interesting situations like those encountered in real life.

Making Work in
Conversational
English Less
Formal

In places where requirements to the effect that no language other than English be used by teachers and by pupils at school, on the school grounds, at school gatherings, etc., there has been noticeable a very marked and commendable improvement in the quality of English used.

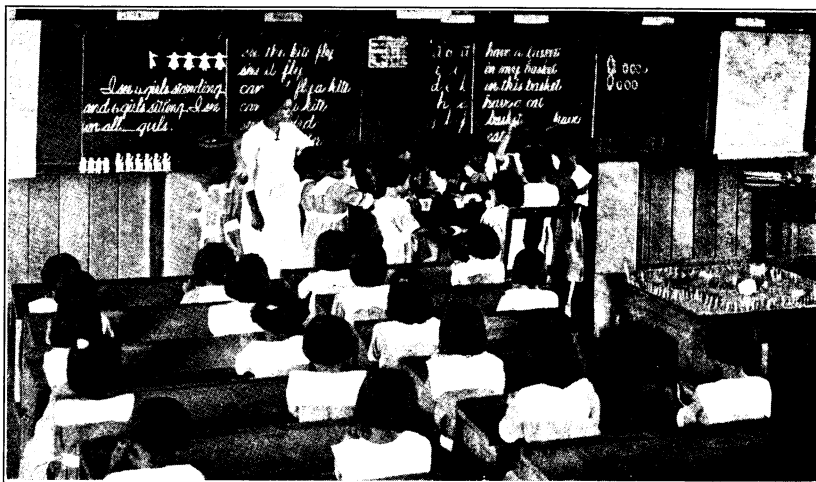
Requirement Helps
Improve Quality
of English

It is thought that the lack of perceptible progress in work in mathematical subjects has been due more to lack of definite aims and objectives in the teaching of those subjects than to anything else.

Cause of Little
Progress in Mathe-
matics

In the teaching of arithmetic, for instance, there has been too much waste of time on drill that is not needed and too little expenditure of time on drill that is needed; too much deficiency on the part of teachers in their knowledge of subject matter; too much inclination on the part of teachers to fail to give training in interpretation and to fail to furnish pupils with sufficient opportunity to make application of arithmetical principles in situations like the situations of real life; too little insistence on good mathematical form in the solution of problems; and too little attention to the setting of proper standards as to accuracy and speed and as to efficiency in interpretation and in application.

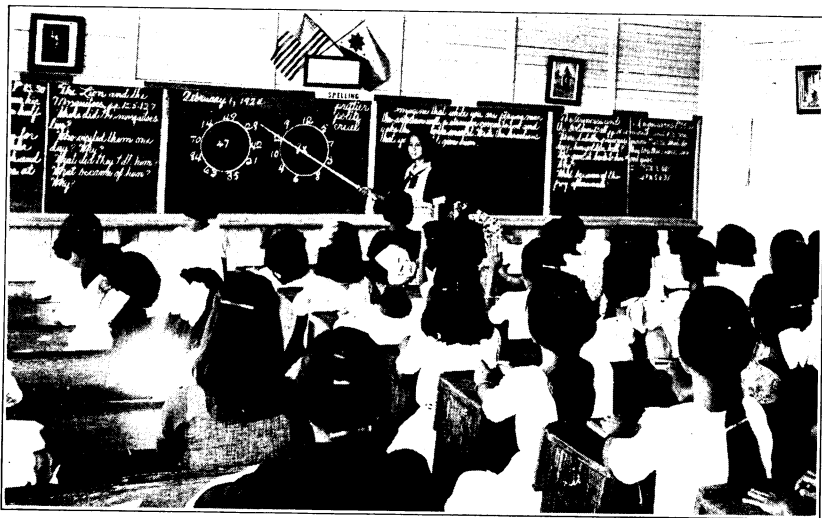
In the teaching of first-year algebra, where the greatest defects in the teaching of high-school mathematics seem to manifest themselves, there has evidently been too much inclination on the part of teachers to fail to diagnose weaknesses that students bring with them from the elementary schools; too much inclination on the part of teachers to fail to simplify the difficulties of algebra by presenting them properly through clear and easy steps that will help the students to grow daily in interpretation and in analysis; and too much deficiency on the part



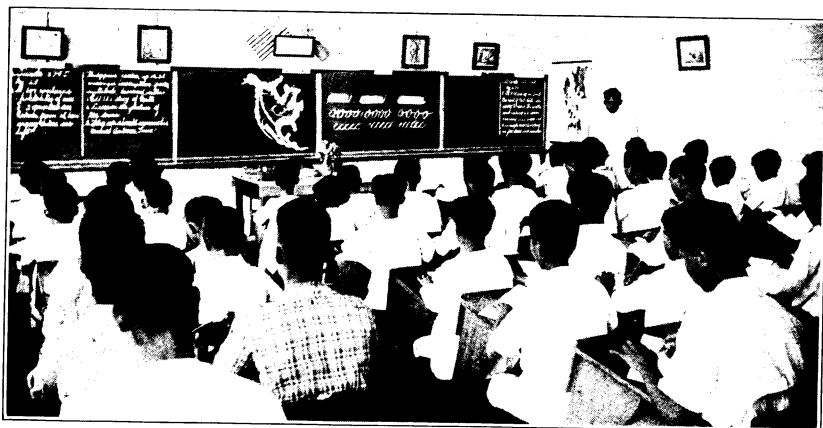
First-grade class in conversational English, Carcar, Cebu.



First-grade class, Estipona barrio school, Pura, Tarlac.



Third-grade class in arithmetic, Molo, Iloilo.



Fourth-grade class in handwriting, Molo, Iloilo.

of teachers in their knowledge of subject matter and in their ability to set proper standards by which to measure efficiency.

Standard tests in arithmetic have been given in a number of school divisions to measure improvement among elementary pupils in speed and accuracy in work involving the use of the four fundamental operations. During the coming year, arithmetic tests that have been prepared and tried out at the Philippine Normal School may be sent to the field to be given wherever considered desirable. It is thought that these tests, prepared especially for Filipino children, should do much more to show existing weaknesses, to measure accomplishment, and to establish suitable standards than any other arithmetic tests that we have thus far sent out.

There has been much commendable improvement lately in the teaching of geography in our schools, most of such improvement having been brought about through further realization on the part of teachers that geography cannot be taught successfully as a mere fact subject and that it must be taught more as a thought subject in which an abundance of problems and projects are introduced to help maintain proper interest and to encourage initiative on the part of pupils.

From now on, physical geography, which has been taught in second-year secondary classes as a full-year subject, will be taught as a half-year subject only, and instruction in general science will take the place of the other half-year of instruction in physical geography.

Much improvement in the teaching of spelling has been and will continue to be effected by making use of conclusions that have been and that will be arrived at through a series of spelling and vocabulary investigations that have been or will soon be completed in a number of schools of different school divisions.

The spelling investigations have been made with the aid of the Buckingham and the Ayres scales for measuring ability in spelling and with the aid of similar scales prepared locally.

The investigations have tended (1) to show what in the way of improvement is needed in the teaching of spelling and (2) to make supervisors see the need of insisting on more intelligent selection of words for spelling lessons, on more persistent repetition in spelling lessons of words commonly misspelled, and on better methods of studying spelling.

The vocabulary investigations have been conducted with the idea of determining the writing vocabulary of Filipino children in each of the elementary grades.

Vocabulary Inves-
tigations

The writing vocabulary of children in each of the primary grades was compiled from compositions written by pupils enrolled in the primary grades in the training department of the Philippine Normal School, from teachers' lists of words commonly misspelled in the primary grades, and from letters written by primary pupils in different sections of the Islands. The words in the vocabulary thus compiled for each grade were then given in spelling tests conducted in several school divisions, for the purpose of determining their relative difficulty. They were then made the basis for the selection of words for the spelling lists in the new primary course of study which is now in the hands of the printer.

The writing vocabulary of children in each of the intermediate grades will be compiled from letters written by pupils enrolled in representative intermediate schools of the different school divisions. The vocabulary thus compiled for each grade will be compared with a similar vocabulary that is being compiled at the Philippine Normal School. The two will then most likely be combined and made the basis for the selection of words for the spelling lists to be included in the new intermediate course now in process of preparation.

In the compositions and in the letters that have been written by Filipino children in connection with the vocabulary investigations referred to above, a reasonably small percentage of words have been found misspelled. From this, we are led to believe that the fact that Filipino children as a rule misspell a rather large percentage of words pronounced to them in oral spelling should not be interpreted to mean that they are lacking in spelling ability. On the other hand, their seeming lack of ability in oral spelling may most likely be due to faulty or indistinct pronunciation of the words by teachers and to the giving in oral spelling of words that pupils have no knowledge of and no particular need for.

In our twentieth annual report, we said that it was chiefly through the public schools that the percentage of illiteracy in the Islands had been lowered from about 70 per cent in 1903 to about 30 per cent in 1919. Since the authenticity of the two percentages included in that statement have been challenged and rightly so, at least as far as one of them is concerned, it may be well to say

The Public Schools
versus Illiteracy

something about them here. We do not think the 1903 figure far from correct although there are those who would place it at 75 per cent or more. The 1918 figure we do not defend at all, because it was arrived at after consulting the first reports made on the 1918 census, which reports were later found to be incorrect. In the revised reports on the 1918 census, the number of literates over ten years old were shown to be 49.2 per cent of the population over ten years old. In view of all of which, the statement just referred to in the twentieth annual report should probably have been to the effect that it was chiefly through the public schools that the percentage of illiteracy in the Islands among the population over ten years old had been lowered from more than 75 per cent in 1903 to about 50 per cent in 1919.

INDUSTRIAL AND VOCATIONAL EDUCATION

The Philippine public-school curriculum provides a very liberal amount of industrial and vocational training for both boys and girls. For boys, it provides industrial training in such subjects as handweaving, woodworking, ironworking, furniture making, shoemaking, etc., and vocational training in such courses as the agricultural, trade, normal, commercial, surveying, and nautical courses. For girls, it provides industrial training in such subjects as sewing, cooking, housekeeping, handweaving, loomweaving, embroidery, lace making, etc., and vocational training in such courses as the housekeeping-and-household-arts, normal, and commercial courses.

The following table shows for the school year 1922-23 the enrolment in the more important of the industrial courses offered in the public schools, as compared with corresponding data for the school year 1921-22:

Course ¹	Enrolment for School Year—		Increase (+) Decrease (—)	Percentage of Increase (+); of Decrease (—)
	1921-22	1922-23		
Sewing (girls).....	282,822	279,996	— 2,826	— 1.00
Handweaving (boys and girls) ²	270,391	234,731	—35,660	—13.19
Gardening (boys).....	181,411	188,670	+ 7,259	+ 4.00
Embroidery (girls).....	88,665	98,896	+10,231	+11.54
Cooking and housekeeping (girls).....	41,084	46,644	+ 5,560	+13.53
Lace making (girls).....	31,061	35,829	+ 4,768	+15.35
Woodworking and ironworking (boys).....	14,091	15,868	+ 1,777	+12.61
Bamboo-rattan furniture making (boys).....	6,361	5,817	— 544	— 8.55

¹ The courses are listed according to enrolment during the school year 1922-23.

² Handweaving is taught in such forms as basketry, hat making, mat making, slipper making, fan making, and handbag making.

The following table shows for the school year 1922-23 the estimated value of production in all of the more important of the industrial courses except cooking and housekeeping, as compared with corresponding data for the school year 1921-22:

Course	Estimated Value of Production for School Year—		Increase (+) Decrease (—)	Percentage of Increase (+); of De- crease (—)
	1921-22	1922-23		
Gardening	P836,991.29	P846,314.73	+ P9,323.44	+ 1.11
Sewing	681,236.62	636,321.59	— 44,915.03	— 6.59
Woodworking and ironworking ¹	481,250.91	369,187.72	—112,063.19	—23.29
Handweaving	304,688.78	331,396.58	+ 26,707.80	+ 8.77
Embroidery	166,691.61	163,513.36	— 3,178.25	— 1.91
Lace making	57,356.13	69,283.76	+ 11,927.63	+20.80
Bamboo-rattan furniture making	48,427.83	51,755.31	+ 3,327.48	+ 6.87

¹ Ironworking is taught in only a few schools, and the relation that the enrolment and the production in ironworking classes bears to the enrolment and the production in wood-working classes is small.

The total estimated value of production in all industrial classes in the public schools during the school year 1922-23 was about P3,284,000, or P186,500 less than the total estimated value of production in industrial classes during the school year 1921-22.

By far the greater part of the industrial production of the schools is disposed of locally. In some of the courses, however, the output is in excess of local demand. In such cases, the oversupply is shipped to Manila to be disposed of in the wholesale and retail stores of the General Sales Department which is operated as a part of the Industrial Division of the General Office.

In the table given at the top of this page, the estimated value of production in gardening is shown, but a better idea of the extent to which gardening is carried on may be obtained from a study of the following table which shows for the school year 1922-23, the number of public schools with gardens, the number of pupils with home gardens, the number of pupils taking gardening, and the estimated market value of products raised in school and home gardens, as compared with corresponding information for each of the five years immediately preceding:

School Year	Number of Schools with Gar- dens	Number of Pupils with Home Gardens	Number of Pupils Taking Gardening	Estimated Market Value of Products Raised in School and Home Gardens
1917-18	4,032	103,780	109,388	P221,709.10
1918-19	4,385	120,975	133,321	400,604.66
1919-20	5,130	160,032	166,533	685,017.86
1920-21	6,277	134,317	159,952	770,476.21
1921-22	6,512	161,448	181,411	836,991.29
1922-23	6,530	164,916	188,670	846,314.73



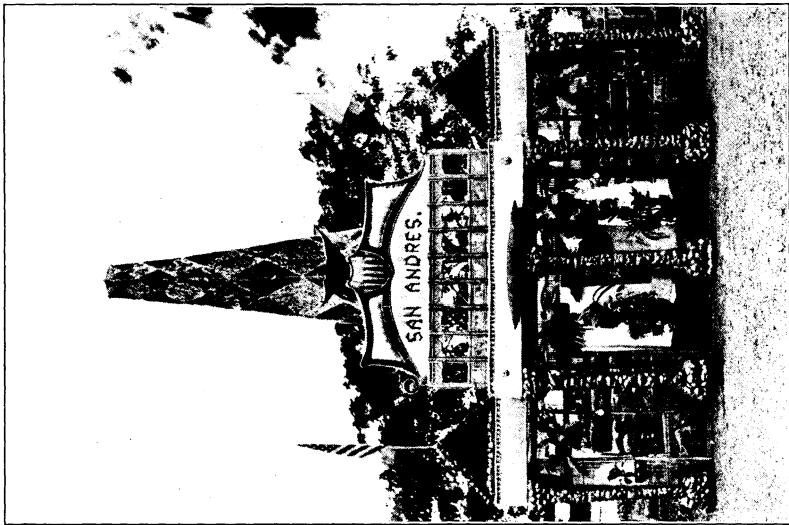
Home garden of second-grade boy, Rosario Elementary School, Rosario, Batangas.



Boys laying out plots in school garden, Labo, Camarines Norte.



Schoolboys harvesting coffee, Malako Settlement Farm School, Bukidnon.



San Andres barrio-school booth, district garden-day celebration, Bauan, Batangas.

The year's work in gardening in nearly every one of the more progressive of the different school communities culminates in a garden-day celebration that takes the form of what may very well be termed a community fair, at which schools, pupils, and outsiders are permitted to place exhibits.

The following table shows for the school year 1922-23 the number of school garden-day celebrations held in the Islands and the number of pupils and farmers exhibiting products at them, as compared with corresponding data for each of the five years immediately preceding:

School Year	Number of School Garden-Day Celebrations	Number of Pupils Exhibiting Products at Them	Number of Farmers Exhibiting Products at Them
1917-18	1,275	143,069	39,090
1918-19	1,230	158,903	28,081
1919-20	1,509	233,999	62,361
1920-21	1,636	281,659	67,500
1921-22	1,780	347,460	48,252
1922-23	1,634	350,723	39,114

Closely associated with gardening is agricultural-club work centering around such activities as pig raising, poultry raising, fruit growing, corn growing, and vegetable growing for boys and cooking for girls.

The following table shows for the school year 1922-23 the number of agricultural clubs, the number of club members having projects, and the estimated value of products produced by club members, as compared with corresponding data for each of the five school years immediately preceding:

School Year	Number of Agricultural Clubs	Number of Club Members Having Projects	Value of Products Produced by Club Members
1917-18	1,165	18,196	\$88,985.64
1918-19	1,718	24,351	250,782.38
1919-20	1,897	24,142	372,825.92
1920-21	1,814	23,821	441,323.29
1921-22	1,477	19,833	381,394.40
1922-23	2,511	23,879	381,724.23

It may not be out of place here to say something of the public-school tree-planting activities, the chief aim of which is to encourage the planting of trees—fruit trees especially—at the homes of the people of the school communities. In order the better to put this aim into effect, many of the schools maintain nurseries for the distribution of tree seedlings and plantlings to school patrons and to others who want them.

The following table shows for the school year 1922-23 the number of schools with nurseries, the number of treeings and plantlings distributed by school nurseries, the number of treeings and plantlings set out by pupils at their homes, and the number of treeings in school nurseries at the close of schools, as compared with corresponding data for each of the five school years immediately preceding:

School Year	Number of Schools with Nurseries	Number of Treeings Distributed by School Nurseries	Number of Plantlings Distributed by School Nurseries	Number of Treeings Planted by Pupils at Their Homes	Number of Plantlings Set out by Pupils at Their Homes	Number of Treeings in School Nurseries at End of School Year
1917-18	1,201	119,328	40,702	463,194	76,547	144,048
1918-19	1,172	115,506	38,049	599,555	60,856	79,089
1919-20	1,615	145,169	50,987	621,610	77,626	89,204
1920-21	2,302	161,445	53,947	727,155	112,916	188,494
1921-22	2,537	184,276	71,504	680,986	141,477	141,834
1922-23	3,046	223,376	89,396	815,313	227,876	198,912

At the end of the school year 1922-23, there were in the Islands 326 public vocational schools. Of these, 293 were schools of agriculture, 23 were trade schools, 7 were normal schools, 1 was a commercial school, 1 was a nautical school, and 1 was a school for the deaf and the blind.

Six of the 326 vocational schools referred to in the last paragraph are supported entirely from Insular funds and are thus called Insular schools. The names of these schools are: Philippine Normal School, Central Luzon Agricultural School, Philippine School of Arts and Trades, Philippine School of Commerce, Philippine Nautical School, and School for the Deaf and the Blind.

The following table shows for December, 1923, the annual enrolment in each of these schools, as compared with the corresponding data for December, 1922:

School	Annual Enrolment, December, 1922			Annual Enrolment, December, 1923		
	Boys	Girls	Total	Boys	Girls	Total
Philippine Normal School ¹	381	568	949	524	787	1,311
Central Luzon Agricultural School	911	34	945	769	19	788
Philippine School of Arts and Trades	879	-----	879	793	-----	793
Philippine School of Commerce ²	328	148	476	342	63	405
Philippine Nautical School	59	-----	59	49	-----	49
School for the Deaf and the Blind	55	23	78	52	25	77

¹ The annual enrolment here shown for the Philippine Normal School is exclusive of the annual enrolment in practice classes, which in December, 1923, was 848.

² The annual enrolment given for the Philippine School of Commerce is exclusive of the annual enrolment in the night classes, which in December, 1923, was 324.

Of the 293 schools of agriculture referred to above, 14 were boarding schools (called *agricultural schools*) with farms averaging 459 hectares in size; 13 were day schools (called *farm schools*) located in well-settled communities and on farm sites averaging about 28 hectares in size; and 266 were rural schools (called *settlement farm schools*) located in isolated and backward communities (chiefly among non-Christians) and on farm sites averaging 22½ hectares in size.

The following table shows for the school year 1922-23, the number of schools of agriculture, the number of pupils enrolled in them, and other relevant statistical information, as compared with corresponding data for each of the three years immediately preceding:

Schools of Agriculture	School Year			
	1919-20	1920-21	1921-22	1922-23
Agricultural schools—				
Number.....	14	14	14	14
Annual enrolment.....	2,286	2,548	2,719	3,008
Area (in hectares) of school land under cultivation.....	533	695	826	783
Value of production from school and home projects.....	P119,482.95	P128,955.67	P165,167.77	P181,926.39
Farm schools—				
Number.....	14	13	13	13
Annual enrolment.....	2,207	2,489	2,765	2,998
Area (in hectares) of school land under cultivation.....	137	166	172	184
Value of production from school and home projects.....	P56,886.42	P77,427.79	P80,391.09	P73,655.93
Settlement farm schools—				
Number.....	222	274	311	266
Annual enrolment.....	17,891	21,893	24,654	21,444
Area (in hectares) of school land under cultivation.....	896	1,332	1,723	1,434
Value of production from school and home projects.....	P166,695.55	P268,234.58	P255,999.33	P206,388.21
Total—				
Number.....	250	301	338	293
Annual enrolment.....	22,384	26,930	30,138	27,450
Area (in hectares) of school land under cultivation.....	1,566	2,193	2,721	2,401
Value of production from school and home projects.....	P343,064.92	P474,618.04	P501,558.19	P461,970.53

It may be seen from a study of the table just given that there was during 1923 a decrease of 45 in the number of settlement farm schools, resulting largely from reduced attendance caused by disturbed conditions in Mohammedan communities where the majority of the settlement farm schools are located.

Decrease in Number
of Settlement
Farm Schools

There is much that we should like to see done in the way of extending agricultural education. But there can be little or no materialization of hopes or of plans that take extension work of this kind into consideration until larger appropriations are made available for that purpose.

Extension of Agri-
cultural Educa-
tion Desired

PHYSICAL EDUCATION

Physical education, a required subject for all able-bodied pupils enrolled in Philippine public schools, has helped incalculably to promote the health, the strength, the physique, and the efficiency of Filipino children.

Great Help to
Filipino Children

There is ever in evidence among Filipino parents, teachers, and pupils more and more appreciation of the importance of physical education in all of its phases. Such physical activities as marching, calisthenics, dancing, impromptu games, and group athletics are ever becoming more and more popular with Filipino children, and the precision with which they perform such exercises as calisthenics and folk dances has called forth much merited praise.

More Appreciation
of Its Importance

The attention that is given to group athletics in the schools serves to furnish occasion for grade and intergrade, barrio and interbarrio, municipal and intermunicipal, district and interdistrict, and provincial and interprovincial athletic contests, which through a natural process of elimination furnish the best of material in the way of local school athletes for the annual Insular interscholastic championship games held in Manila in connection with the annual Philippine exposition and carnival and for the biennial Far Eastern championship games held alternately in Japan, China, and the Philippines.

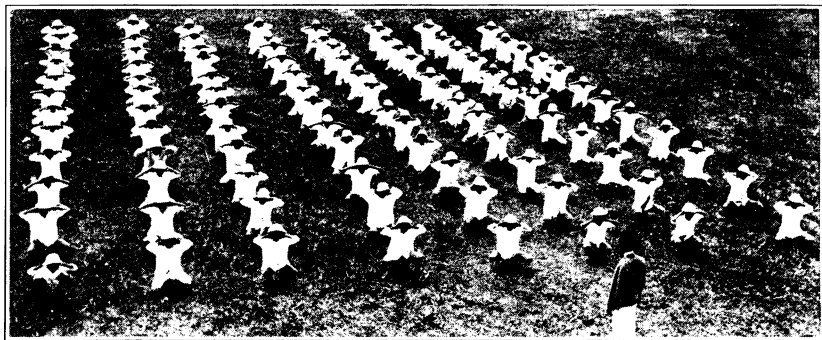
Group Athletics
and Athletic Con-
tests

In the annual Insular interscholastic championship games held in connection with the 1923 Philippine carnival and exposition, the Manila city schools won the baseball championship and the Western Visayan Athletic Association (composed of the school divisions of Antique, Capiz, Occidental Negros, Palawan, Iloilo, and Romblon) won the interscholastic track-and-field meet. In the interscholastic track-and-field meet, the following new interscholastic records were made: 100-yard dash, $9\frac{1}{2}$ seconds; 220-yard dash, $22\frac{1}{2}$ seconds; 880-yard run, 2 minutes $6\frac{1}{2}$ seconds; mile relay, 3

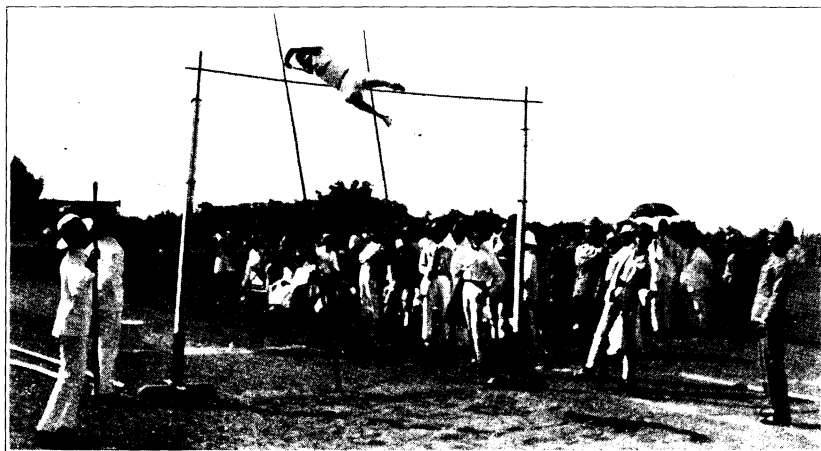
Insular Interscho-
lastic Championship
Games



Third-grade dances, Playground Day demonstration, Manila.



Fifth-grade boys taking calisthenics, Malabon Elementary School, Malabon, Rizal.



Pole vault, provincial meet, Vigan, Ilocos Sur.



440-yard dash, interprovincial meet, San Fernando, La Union.

minutes $34\frac{2}{3}$ seconds; 220-yard low hurdles, $26\frac{2}{3}$ seconds; discus throw, 109 feet 6 inches; javelin throw, 173 feet 4 inches.

In the 1923 Far Eastern championship games in Osaka, Japan, the Philippine delegation to which was, as has been the case at other Far Eastern olympiads, composed largely of athletes developed in the public schools, the Japanese team won four of the championships (tennis, swimming, the pentathlon, and track-and-field); the Philippine team, four (basketball, volley-ball, baseball, and the decathlon); and the China team, one (football). The Japanese team was declared the champion team at the 1923 olympiad. The next olympiad will be held in the Philippines in 1925.

SCHOOL HEALTH WORK

Gradually, more and more attention is being given to health work in the public schools. In this work, Bureau of Health physicians, dentists, and nurses; Junior Red Cross dentists; and Senior Red Cross nurses have rendered most valuable and much-to-be-appreciated assistance.

The work being done by Junior Red Cross dentists is financed with funds obtained from Junior Red Cross membership dues of Philippine school children. Statistical information relative to the dental and other activities of the Junior Red Cross in the public schools may be found in Table 25, and statistical information relative to other phases of school health work may be found in Table 24, in Appendix C of this report.

PUBLIC-WELFARE AND OTHER ACTIVITIES

Through the public schools numbers of civic enterprises are promoted, around them numbers of community activities are focused, and within their walls or on their grounds numbers of other activities are undertaken. Among the many such enterprises and activities may be mentioned the following: thrift campaigns, humane campaigns, safety-first campaigns, clean-up campaigns, better-babies contests, puericulture-center work, Red Cross drives, garden-day celebrations, arbor and bird-day observances, Rizal Day celebrations, better-English campaigns, academic and industrial contests, declamation contests, athletic contests, civico-educational programs, mothers' day programs, playground-day demonstrations, literary-society meetings, parent-

teacher association meetings,¹ etc., all productive of results that are highly commendable from a number of different standpoints.

EDUCATION AMONG NON-CHRISTIANS

The following table shows for December, 1923, the number of public schools in the nine provinces (Mountain, Nueva Vizcaya, Agusan, Bukidnon, Cotabato, Davao, Lanao, Sulu, and Zamboanga) where most of the non-Christians live, and the annual enrolment of pupils and the number of teachers in them, as compared with corresponding information for December, 1922:

In Non-Christian Provinces	December, 1922	December, 1923	Increase (+) Decrease (-)	Percentage of Increase (+); of Decrease (-)
Schools—				
Elementary (Primary)	820	797	- 23	- 2.80
(Intermediate)	71	90	+ 19	+26.76
Secondary	11	11	0	0
Total	902	898	- 4	- .44
Annual Enrolment—				
Elementary	82,866	84,120	+1,254	+ 1.51
Secondary	1,049	1,494	+ 445	+42.42
Total	83,915	85,614	+1,699	+ 2.02
Teachers—				
Elementary	1,829	1,891	+ 62	+ 3.39
Secondary	35	45	+ 10	+28.57
Supervising ¹	89	96	+ 7	+ 7.87
Total	1,953	2,032	+ 79	+ 4.05

¹ Division and district supervisors.

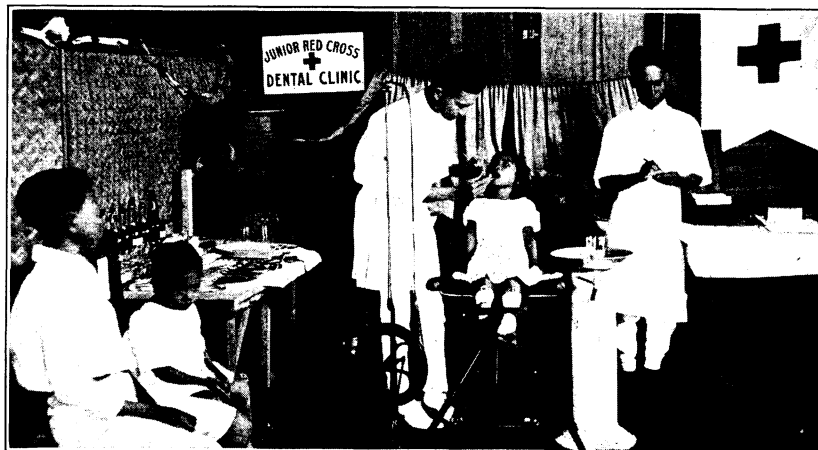
The decrease shown above in the number of primary schools in the so-called non-Christian provinces came about largely through the closing of schools in places where attendance was poor and where proper interest in school work was lacking.

The following table shows the 1923 decrease and percentage of decrease in the total number of public schools in the so-called

¹ Activities connected with the formation of parent-teacher associations are yet considered to be in their infancy, but they will undoubtedly grow more and more in importance as time goes on, when more and more of the parents themselves are products of the public schools.



Junior Red Cross dental clinic, Balanga, Bataan.



Junior Red Cross dental clinic, Iloilo, Iloilo.



Toothbrush drill, Jaro Primary School, Jaro, Iloilo.



Part of audience at Mothers' Day celebration, Iloilo.

non-Christian provinces, as compared with corresponding data for each of the five years immediately preceding:

Year	Number of Public Schools in Non-Christian Provinces (December)	Increase (+) Decrease (—)	Percentage of Increase (+); of Decrease (—)
1917	439		
1918	525	+ 86	+ 19.59
1919	683	+ 158	+ 30.10
1920	798	+ 115	+ 16.84
1921	910	+ 112	+ 14.04
1922	902	— 8	— .88
1923	898	— 4	— .44

In spite of the fact that there was a decrease in the number of schools, and in spite of the fact that little was done during 1923 to enforce the compulsory-attendance law, in non-Christian territory, we are pleased to record for the year a noticeable increase in the enrolment of pupils in the schools of the so-called non-Christian provinces.

The following table shows the 1923 increase and percentage of increase in the total annual enrolment in the public schools in non-Christian provinces, as compared with corresponding data for each of the five years immediately preceding:

Year	Annual Enrolment in Public Schools in Non-Christian Provinces (December)	Increase	Percentage of Increase
1917	37,715		
1918	44,793	7,078	18.77
1919	60,241	15,448	34.49
1920	72,348	12,107	20.10
1921	82,656	10,308	14.25
1922	83,915	1,259	1.52
1923	85,614	1,699	2.02

It may be seen from the table given on page 52 that, of the 85,614 pupils that were in December, 1923, enrolled in the public schools of non-Christian provinces, 84,120, or 98.25 per cent, were enrolled in elementary schools, and 1,494, or 1.75 per cent, were enrolled in secondary schools. Of the 84,120 pupils enrolled in elementary schools 56,866, or 67.6 per cent, were boys and 27,254, or 32.4 per cent, were girls. Of the 1,494 students enrolled in secondary schools, 1,139, or 76.24 per cent, were boys and 355, or 23.76 per cent, were girls.

Although many of the non-Christians are inclined to look upon the education of girls as a thing not to be desired, more and more of their girls are being enrolled every year in the schools, as is indicated in the following table, which shows for December, 1923, the annual enrolment of girls in the public schools of non-Christian provinces, as compared with the corresponding enrolment for December of each of the five years immediately preceding:

Date	Annual Enrolment of Girls in Public Schools in Non-Christian Provinces	Increase	Percentage of Increase
December, 1917	10,191		
December, 1918	13,023	2,832	27.79
December, 1919	18,609	5,586	42.89
December, 1920	22,960	4,351	23.38
December, 1921	25,849	2,889	12.58
December, 1922	26,464	615	2.38
December, 1923	27,609	1,145	4.33

The following table shows the 1923 increase and percentage increase in the total number of teachers in non-Christian provinces, as compared with corresponding data for each of the five years immediately preceding:

Year	Number of Teachers in Non-Christian Provinces (December)	Increase (+) Decrease (-)	Percentage of Increase (+); of Decrease (-)
1917	940		
1918	1,104	+ 164	+ 17.45
1919	1,509	+ 405	+ 36.68
1920	1,728	+ 219	+ 14.51
1921	1,962	+ 234	+ 13.54
1922	1,953	- 9	- .46
1923	2,032	+ 79	+ 4.05

Of the 2,032 teachers on duty in December, 1923, in the public schools of the non-Christian provinces, 1,470, or 72.34 per cent, were men and 562, or 27.66 per cent, were women. Most of the teachers in non-Christian schools come from Christian communities, although more and more non-Christians are qualifying every year for teaching positions.

APPENDIXES

Appendix A.—BUREAU OF EDUCATION PERSONNEL

December 31, 1923

THE DIRECTORATE

LUTHER B. BEWLEY, Director of Education.
GABRIEL R. MAÑALAC, Assistant Director of Education.

THE GENERAL OFFICE ¹

GEORGE R. SUMMERS, Assistant to the Director.
ROY K. GILMORE, Chief of the Academic Division.²
HORACE E. CUTLER, Chief of the Industrial Division.³
NORTH H. FOREMAN, Superintendent of Agricultural Education.
GRADY GARRETT, Editor.
JOSE A. DE KASTRO, Chief Clerk.⁴
MARIANO G. DEL ROSARIO, Chief Accountant.
ALBERTO DALUSUNG, Property Officer.
FULGENCIO VEGA, Chief of the Records Division.⁵

¹ There is now a vacancy in one of the positions usually reported under this heading. The Buildings Division has been without a chief since December 4, 1923, at which time Potenciano Magtibay, who had been acting chief of the Division since September 18, 1920, retired, having taken advantage of the provisions of Act 2589 (Osmeña Retirement Act).

² Roy K. Gilmore returned from the United States October 18, 1923.

³ Horace E. Cutler left for the United States November 20, 1923. North H. Foreman became Acting Chief of the Industrial Division November 21, 1923.

⁴ Jose A. de Kastro left for the United States as a government pensionado August 23, 1923.

⁵ Fulgencio Vega was appointed Chief of the Records Division May 1, 1923. He had been acting in that capacity since August 25, 1922.

THE FIELD
Superintendents

Name	Division	Headquarters
Frederick G. Roth	Abra	Bangued
Elbert O. Parker (Acting)	Agusan	Butuan
Ralph F. Rawson	Albay	Albay
Santiago Dumlao	Antique	San Jose
Venancio Nebrida	Bataan	Balanga
Carmelo P. Quintero (Acting)	Batanes	Basco
Leodegario Victorino	Batangas	Batangas
Daniel E. Clancy (Acting)	Bohol	Tagbilaran
William H. Pickell (Acting)	Bukidnon	Malaybalay
Walter G. M. Buckisch	Bulacan	Malolos
Sylvester C. Kelleher	Cagayan	Tuguegarao
Vicente Garcia	Camarines Norte	Daet
Ernest Schaffner (Acting)	Camarines Sur	Naga
Jesse W. Light	Capiz	Capiz
Lewis P. Willis (Acting)	Cavite	Cavite
John J. Heffington	Cebu	Cebu
James Arthur Wright (Acting)	Central Luzon Agricultural School.	Munoz, Nueva Ecija
George I. Smith (Acting)	Cotabato	Cotabato
James E. McCall (Acting)	Davao	Davao
Frank L. Meinke	Ilocos Norte	Laoag
B. Fielden Nutter	Ilocos Sur	Vigan
O. H. Charles	Iloilo	Iloilo
John H. Manning Butler	Isabela	Ilagan
Roderick G. McLeod	Laguna	Santa Cruz
Ralph E. Spencer	Lanao	Dansalan
John F. Brown	Leyte	Tacloban
H. A. Bordner	Manila	Manila
Dwight W. Hestand	Marinduque	Boac
Prudencio Langcauon (Acting)	Masbate	Masbate
Justo Ramos	Mindoro	Calapan
Arnold E. Bartlett	Misamis	Cagayan
John C. Early	Mountain	Bontoc
Luther Parker (Acting)	Nueva Ecija	Cabanatuan
Roy D. Bennett	Nueva Vizcaya	Bayombong
William R. Hamme	Occidental Negros	Bacolod
Charles V. Cline	Oriental Negros	Dumaguete
Cenon Monasterial	Palawan	Cuyo
Adam C. Derkum	Pampanga	San Fernando
Edward J. Murphy	Pangasinan	Lingayen
Carl Rydell	Philippine Nautical School	Pasay, Rizal
J. Scott McCormick	Philippine Normal School	Manila
Samuel J. Wright	Philippine School of Arts and Trades.	Manila
Quirino San Buenaventura (Acting)	Rizal	Pasig
Salustiano Vibar (Acting)	Romblon	Romblon
Charles E. Hoye	Samar	Catbalogan
Antonio Nera	Sorsogon	Sorsogon
Robert Clauson	Sulu	Jolo
John H. McBride, Jr.	Surigao	Surigao
Arthur G. Spiller	Tarlac	Tarlac
Gilbert S. Perez	Tayabas	Lucena
Benito Pangilinan	Union	San Fernando
Celedonio Salvador (Acting)	Zambales	Iba
Egbert M. Smoyer	Zamboanga	Zamboanga

Principals of Insular Schools

MISS BELLE MURPHY, Philippine School of Commerce, Manila.

MISS JULIA HAYES, School for the Deaf and the Blind, Pasay, Rizal.

Superintendents on Special Assignments

THOMAS J. McQUAIDE, Superintendent of Private Schools.

VERNON D. GIBSON (Acting), Assistant to the Superintendent of Private Schools.

VICTOR OBLEFIAS (Acting), Camarines Agricultural School, Pili, Camarines Sur.

Superintendents on Leave in the United States

ROBERT L. BARRON, on leave since November 19, 1923.

CHARLES A. BLUE, on leave since June 5, 1923.

CARL B. CRABTREE, on leave since May 24, 1923.

HORACE E. CUTLER, on leave since November 20, 1923.

JAMES M. SWARTZ, on leave since September 4, 1923.

FREDERICK J. WATERS, on leave since May 4, 1923.

Separations of Superintendents from the Service

WILEY B. BEARD, retired, having taken advantage of the provisions of Act 3050 (Teachers' Pension Law).

KILMER O. MOE, retired, having taken advantage of the provisions of Act 2589 (Osmeña Retirement Act).

Appendix B.—LEGISLATION

ACT 3050 (TEACHERS' PENSION LAW) AS AMENDED BY ACT 3100

SECTION 1. Beginning on the first day of April next following the date of the approval of this Act, all teachers, principals, supervisors, inspectors, superintendents, and other persons employed in supervising and directing the school work of teachers in the public-school service of municipalities, provinces, and the Insular Government of the Philippine Islands, whose positions are not classified as purely clerical, without regard as to status in the classified civil service of the Philippine Islands, who have on that day, or who shall have on any date thereafter, rendered at least twenty years of service as computed in section 7 of this Act, and who have not been removed from the service for cause, shall be eligible for retirement on an annuity as provided in section 2 hereof: *Provided*, That teachers, principals, supervisors, inspectors, and superintendents detailed or serving in the Department of Public Instruction and engaged principally in the inspection and supervision of private schools, in accordance with Act 2706, shall also be entitled to a pension under the terms and conditions herein established: *Provided, further*, That lecturers and other special instructors who render provisional service shall not be eligible for pension nor shall such services be counted as teaching service in computing the length of service of a teacher: *And provided, finally*, That the provisions of this Act shall not include persons who are not citizens of the Philippine Islands or of the United States of America. (As amended by Act 3100.)

SEC. 2. For the purpose of determining the amount of annuity which a retired employee shall receive the following classifications and rates shall be established upon the basis of the annuity consisting of a fractional part of the average pay, salary, or compensation, for the three years of service rendered prior to the granting of the pension with maximum average pay, salary, or compensation in no case exceeding ₱4,000 per annum. The annual annuity as computed under this Act shall be four tenths of the average salary for twenty years of service; five tenths of the average salary for twenty-three years of service; six tenths of the average salary for twenty-six years of service; seven tenths of the average salary for twenty-nine years of service; eight tenths of the average salary for thirty-two or more years of service.

SEC. 3. All eligible persons shall be automatically insured and shall upon their own volition apply for the pension status under the provisions of this Act, advising the Director of Education of their intention to retire with pension at least three months prior to the effective date, and shall render service until the close of a school year unless retired at the expiration of such accrued leave of absence with pay as entitled to, or for reasons of unfitness for service: *Provided*, That the Director of Education may require continued service until the retiring employee can be relieved by a competent person, making the effective date of retirement not later than six months after the date requested.

SEC. 4. An employee to whom this Act applies who has rendered not less than fifteen years of service as computed in this Act, and who becomes totally disabled for useful and efficient service regardless of the age of the employee upon his own application approved by the Director of Education or upon the request of the Director of Education, may be retired for unfitness for service due to total physical or mental disability, on an annuity of two tenths of his computed average salary under the provisions of this Act if the disability has not been due to vicious habits, intemperance, or wilful misconduct of the employee: *Provided*, That the unfitness shall be certified to by both the Director of Education and a government health officer, and the person so retired shall present himself personally during the months of January and July of each calendar year to a public health officer during the period he receives a pension for unfitness for service to determine his fitness to return to the service and to cease receiving the pension benefit. Pension for unfitness for service shall not be granted for a longer period than ten years and shall cease when the employee returns to the service or neglects to return to the service when requested to do so, or engages in another gainful occupation with compensation equal to the amount of pension. In all cases where the annuity is discontinued by causes other than death or the return of the employee to the service before the annuitant has received a sum equal to the total amount of his or her contributions with accrued interest, the difference shall be paid to the retired employee, upon application therefor in such form and manner as the Pension and Investment Board may direct.

SEC. 5. Upon death of an employee entitled to the provision of this Act who is rendering service at time of death or who is retired on pension, he shall have 50 per cent of the pension to which the employee would be entitled if alive, paid to surviving acknowledged children of his or her issue for a period of not to exceed ten years, or to the surviving lawful husband or wife if there are no children eligible under the provisions of this Act to receive the same, or to his or her surviving parents, father or mother, if there are no children or lawful husband or wife eligible under the provisions of this Act to receive the benefits thereof: *Provided*, That pension funds shall not be paid to children over eighteen years of age or to married children, or to a remarried surviving wife or husband, nor to parents under the age of sixty years. (As amended by Act 3100.)

SEC. 6. All employees eligible for the provisions of this Act shall receive full credit for service rendered in the Philippine public-school system prior to the date this Act shall become operative, and the date of the first day of service shall be the date when such service first began and continuity of service shall not be required in computing the length of service except for the last three years prior to the granting of the pension.

SEC. 7. In computing the length of service for the purposes of this Act all periods of separation from the service and so much of any leave as is without pay, except regular school vacation periods for classroom teachers with temporary civil-service status, shall be excluded.

SEC. 8. Beginning on the first day of the fiscal year following the approval of this Act and annually thereafter there shall be included in the total sums appropriated for pay or compensation of employees to whom this Act applies a sum equal to 3 per cent of the total sum for pay or compensation made by Insular, provincial, or municipal legislation, and the said sum shall be transferred on the books of the Insular Treasurer

to the credit of a special fund to be known as the *Teachers Retirement and Disability Fund*, and said fund is hereby appropriated for the payment of annuities, allowances, and expenses as provided in this Act, and for investment by the Pension and Investment Board created in section 12 of this Act. The Pension and Investment Board is hereby directed to invest from time to time such portions of the Teachers Pension and Disability Fund as shall not be required to meet the current payments, in the form of annuities or otherwise, and expenses, incident to the carrying on of the provisions of this Act, in any or all of the following ways and in no others:

(a) In interest-bearing bonds or securities of the Government of the United States or of the Philippine Islands, or bonds or securities of said countries for the payment of the interest and principal of which the faith and credit of said countries is pledged.

(b) In interest-bearing deposits, under security approved by the Board, in any bank doing business in the United States or in the Philippine Islands having an unimpaired paid-up capital and surplus equivalent to ₱1,500,000 or over: *Provided*, That said bank shall first have been designated as a depository for this purpose by the Governor-General, upon the recommendation of the Insular Treasurer.

(c) In first liens upon improved, productive, and unencumbered real estate in the City of Manila with a title duly registered under Act 496, as amended: *Provided*, That no loan shall be made upon the security of real estate in excess of 50 per cent of the fair appraised value thereof, to be determined in such manner as the Board shall prescribe, subject to the rule that the durable income from such real estate shall constitute the main factor in the determination of value: *And provided, further*, That no loan shall be made for a period exceeding three years, and that not more than 30 per cent of the total investments made by the Board shall be on the security of real estate.

The Board shall have the right to foreclose any loan in the event of any material depreciation of the value of the security or if the terms of the loan contract are not complied with. It shall also make proper provision for the insurance of all property, subject to damage by fire, which shall be held by it as security. The Board shall also have the right to hold, for a period not exceeding five years, such real estate as may come into its possession on account of money loaned.

(d) In commuting instalment payments due from the Government of the Philippine Islands to individuals upon the proper assignment of the individual's claim to the Board.

(e) No loan shall be made by the Board from the Teachers Pension and Disability Fund, directly or indirectly, to any member of said Board, and any member of said Board receiving such a loan or authorizing or making any such loan shall be guilty of a felony and be punished by imprisonment for not less than five years or by a fine of not less than ₱2,000 nor more than ₱20,000, or both, in the discretion of the Court.

(f) Whenever the current surplus of the Teachers Pension and Disability Fund shall fall below the amount of ₱50,000, no new real-estate loan shall be made by the Board.

(g) The Board is authorized, in making investments pursuant to this section, to fix the terms thereof in such a way as shall preserve the funds from any loss due to depression in the medium of payment and to take any other precautions which in its judgment are deemed necessary for the adequate conservation of said Pension Fund. (As amended by Act 3100.)

SEC. 9. The Insular Treasurer is hereby authorized and empowered in carrying out the provisions of this Act to supplement the direct government contribution with moneys resulting from fines, leaves of absence without pay, unfilled positions, and other salary savings for positions the holders of which are or will be entitled to the provisions of this Act, and with donations, gifts, legacies, or bequeaths of individuals, corporations, or organizations.

SEC. 10. Beginning on the first day of the third month next following the approval of this Act and monthly thereafter there shall be deducted and withheld from each monthly basic salary, pay, or compensation of each employee to whom this Act applies a sum equal to 3 per cent of such employee's monthly basic salary, pay, or compensation. The Insular Treasurer shall cause the said deductions to be withheld from all specific appropriations for the particular salaries or compensations from which the deductions are made and from all allotments out of lump-sum appropriations for payment of such salaries or compensations for each fiscal year, and said sums shall be transferred on the books of the Insular Treasurer to the credit of the Teachers Pension and Disability Fund created in this Act.

SEC. 11. In the case of an employee to whom this Act applies becoming absolutely separated from the service by death or otherwise before becoming eligible for retirement on an annuity the total amount of deductions of salary, pay, or compensation, with accrued interest computed at 4 per cent per annum, and compounded on June 13 of each fiscal year, shall, upon application, be returned to such employee or his heirs in one lump sum: *Provided*, That in case of death, if there has been no demand upon the Director of Education or the Insular Treasurer by a duly appointed executor or administrator, the payment shall be made after the expiration of three months from date of death, to such person or persons as may appear to be entitled to the proceeds of the estate and such payment may be a bar to recovery by another person.

SEC. 12. There is hereby constituted for the enforcement of this Act a Pension and Investment Board composed of the Secretary of Public Instruction, who shall be chairman, *ex-officio*, the Director of Education, the Insular Treasurer, the Insular Auditor, and the Director of Civil Service, none of whom shall receive additional compensation, and of three other persons appointed by the Governor-General, with the advice and consent of the Senate. Said three persons shall not receive any compensation. The Pension and Investment Board shall during the month of July of each fiscal year submit to the Governor-General a report of operations under the provisions of this Act and shall recommend to the Governor-General for including in the Insular budget for the fiscal year to follow, a sum sufficient to pay the retirement allowances and other expenses for that fiscal year whenever the funds made available by the operation of sections 8, 9, and 10 of this Act are insufficient. (As amended by Act 3100.)

SEC. 13. All pensions shall be paid in quarterly instalments on January 1, April 1, July 1, and October 1 of every fiscal year by government warrant or other means which will guarantee safe delivery with no reduction in the pension for exchange or for transmitting the same.

Persons receiving lifelong annual pensions from the Philippine Government or from any branch of the United States Federal Government shall have the amount of the same deducted from the pension they receive through the operation of this Act. Persons reemployed in the Government service and receiving salary, pay, or compensation for services rendered as an employee of any branch of the Government of these Islands, including municipalities and provinces in the Philippines, shall have the pension discontinued for such periods of employment in each case where the pay, salary, or compensation is equal to or greater than 50 per cent of the pension received under the provisions of this Act.

All records of manipulations of the Teachers Pension and Disability Fund and disbursements from the same and all accounts of payments made out of said fund shall be kept and made by the Director of Education, under the supervision of the Pension and Investment Board.

The term *basic salary, pay, or compensation* whenever used in this Act shall be so construed as to exclude from the operation of this Act the provisions of Act 2589, all bonus, allowances, overtime pay, or other compensation given in addition to the basic pay or other compensation of the position as fixed by law or regulation.

SEC. 14. All eligibles who have attained the age of sixty-five years or who shall attain that age, and who have rendered eighteen years or more of service as computed under the provisions of this Act shall have the retirement made compulsory at the age of sixty-five except when the teacher requests to remain in the service and the Director of Education specifically recommends favorable action.

SEC. 15. All acts and parts of acts inconsistent with this Act are hereby repealed.



Appendix C.—STATISTICAL TABLES

No. 1.—Schools, Enrolment, Attendance, and Percentages of Attendance

A table showing, by divisions and for the Islands, the number of schools in March, 1923, and the total annual enrolment, the average monthly enrolment, the average daily attendance, and the percentage of attendance for the school year 1922-23.

Division	Secondary					Intermediate					Primary					Grand Total					
	Number of Schools	Annual Enrolment	Average Monthly Enrolment	Average Daily Attendance	Percentage of Attendance	Number of Schools	Annual Enrolment	Average Monthly Enrolment	Average Daily Attendance	Percentage of Attendance	Number of Schools	Annual Enrolment	Average Monthly Enrolment	Average Daily Attendance	Percentage of Attendance	Number of Schools	Annual Enrolment	Average Monthly Enrolment	Average Daily Attendance	Percentage of Attendance	
Abra	2	331	318	307	97	10	1,324	1,252	1,189	95	79	9,818	9,486	9,084	93	7,473	7,056	7,056	3,580	93	
Agusan	1	29	26	24	92	10	629	535	486	88	91	7,547	6,439	6,193	88	9,306	7,070	7,070	3,193	88	
Albay	2	687	633	595	94	23	3,244	2,934	2,754	94	178	23,660	21,448	20,152	94	27,531	23,145	23,145	23,601	94	
Antique	1	470	427	412	96	21	2,288	1,874	1,707	91	98	12,724	10,572	9,480	90	15,482	12,873	12,873	11,869	90	
Bataan	1	201	190	184	97	10	1,154	1,042	1,012	97	35	5,802	5,476	5,352	98	7,157	6,708	6,708	6,548	98	
Batanes	1	45	42	40	95	6	255	216	203	94	10	978	894	822	92	1,278	1,152	1,152	1,065	92	
Batangas	2	826	765	747	98	21	3,789	3,500	3,377	96	149	19,244	17,877	17,168	96	23,859	22,142	22,142	21,292	96	
Bohol	2	619	562	539	96	35	4,385	4,212	3,916	93	274	34,770	31,352	27,824	89	41,074	36,126	36,126	32,279	89	
Bukidnon	1	39	35	32	91	5	380	293	255	87	60	5,728	3,998	3,512	83	6,127	4,326	4,326	3,799	83	
Bulacan	1	535	494	478	97	22	3,807	3,514	3,371	96	180	26,146	24,276	23,230	96	20,488	28,284	27,079	27,079	96	
Cagayan	1	704	644	603	94	37	3,930	3,595	3,421	95	180	21,080	19,425	18,264	93	25,714	23,654	22,287	22,287	94	
Camarines Norte	1	162	152	145	95	7	670	629	598	95	31	4,437	4,198	4,004	95	5,269	3,974	3,974	3,467	95	
Camarines Sur	1	725	682	654	96	19	2,841	2,575	2,355	91	145	16,614	14,766	13,353	90	20,180	16,382	16,382	16,382	90	
Capiz	2	540	487	450	92	39	4,293	3,851	3,514	91	185	24,643	22,255	20,056	90	29,119	26,593	24,090	24,090	90	
Cavite	3	516	482	472	98	18	3,026	2,774	2,665	96	61	15,351	13,642	13,642	96	18,393	17,433	16,779	16,779	96	
Cebu	1	1,723	1,669	1,619	97	48	9,247	8,069	7,590	93	418	59,155	53,357	48,254	90	70,265	63,149	57,453	57,453	91	
C. L. A. S. I	1	728	629	610	97	1	221	178	160	90	124	9,183	7,520	6,251	83	2	949	807	770	770	95
Cotabato	1	20	17	14	82	6	496	391	341	87	124	9,183	7,520	6,251	83	181	9,699	7,928	6,906	83	
Davao	1	23	21	18	86	9	463	405	362	89	123	8,636	6,914	5,537	80	133	9,122	7,340	5,917	81	
Ilocos Norte	3	2,069	1,982	1,883	95	19	4,608	4,286	4,034	94	190	23,958	21,402	19,588	92	212	27,670	25,505	25,505	92	
Ilocos Sur	3	1,780	1,641	1,599	97	27	5,081	4,766	4,567	95	193	24,950	22,751	21,659	95	223	29,148	27,825	27,825	95	
Iloilo	1	1,512	1,371	1,333	97	39	6,953	6,377	6,078	95	278	38,530	30,852	28,189	95	318	48,106	45,951	45,951	95	
Isabela	1	467	449	426	95	10	2,207	2,085	1,998	96	96	12,026	11,659	11,227	96	107	14,193	13,651	13,651	96	
Laguna	1	747	701	675	96	24	4,493	4,200	3,996	95	96	22,961	21,543	20,292	94	28,147	26,444	24,983	24,983	94	
Lanao	1	76	58	53	91	9	474	411	366	89	78	7,159	6,227	5,452	88	7,709	6,696	6,371	6,371	88	
LeYTE	3	949	899	858	95	31	5,041	4,640	4,425	95	342	45,451	41,265	39,214	95	376	51,441	46,804	44,497	94	
Manila	5	4,102	3,831	3,755	97	15	11,700	11,096	10,758	97	50	32,327	30,899	29,893	98	50	45,376	44,404	44,404	98	
Marinduque	1	207	194	186	96	6	1,183	1,048	983	93	56	6,770	6,202	5,735	92	63	7,444	6,904	6,904	93	

Masbate	1	77	62	54	87	16	7	695	602	552	92	48	6,102	5,395	5,099	95	56	6,874	6,059	5,705	94
Mindoro	1	156	139	134	96	16	7	1,242	1,100	1,034	94	83	7,235	6,448	5,915	92	100	8,633	7,887	7,083	92
Misamis	1	350	325	326	93	17	2,441	2,196	2,031	92	92	164	24,111	21,468	19,516	91	182	26,702	23,799	21,673	91
Mountain	1	259	328	319	97	12	1,012	922	847	92	146	14,106	13,125	11,505	88	160	15,477	14,375	12,671	88	
Nueva Ecija	1	665	626	599	96	29	4,113	3,754	3,597	96	200	26,681	24,304	22,919	94	230	31,458	28,684	27,115	95	
Nueva Vizcaya	1	285	259	245	95	7	978	853	793	93	33	4,419	3,835	3,500	91	42	5,682	4,947	4,538	92	
Occidental Negros	1	616	589	564	96	30	5,607	5,021	4,700	94	149	33,804	30,276	28,721	95	180	40,027	35,886	33,985	95	
Oriental Negros	2	570	517	494	96	24	2,943	2,620	2,469	94	164	18,672	16,601	15,135	91	190	22,185	19,738	18,098	89	
Palawan	1	175	153	144	94	12	731	701	620	93	99	7,224	6,280	5,559	89	112	8,510	7,224	6,441	89	
Pangasinan	4	758	722	683	95	27	3,230	2,993	2,851	95	118	22,228	19,922	18,024	95	149	26,216	23,637	22,558	95	
Philippine Nautical School	3	2,122	1,979	1,933	98	45	11,067	10,482	10,296	98	379	58,269	55,200	53,403	97	427	71,458	67,661	65,632	97	
Philippine Normal School	1	59	55	54	98												1	59	55	54	98
P. S. A. T. ²	1	949	888	866	98	1	263	243	232	95	1	604	566	550	97	3	1,816	1,697	1,648	97	
Rizal	1	691	598	568	95	28	3,770	3,478	3,324	96	110	21,956	20,113	19,238	96	139	26,379	24,211	23,157	95	
Romblon	2	210	191	180	94	8	986	923	875	95	59	6,236	5,830	5,383	92	69	7,432	6,944	6,438	93	
Samar	3	507	452	422	93	29	3,753	3,186	2,945	92	233	26,608	22,629	21,186	94	265	30,868	26,267	24,553	93	
Sorsogon	2	317	286	263	92	16	1,907	1,715	1,622	95	110	16,912	15,292	14,284	94	128	19,136	17,233	16,169	94	
Sulu	1	29	27	26	96	3	304	281	253	89	69	10,145	9,028	8,153	90	73	10,478	9,316	8,412	90	
Surigao	1	87	81	75	93	10	942	845	753	89	129	12,579	10,454	8,937	85	140	13,608	11,380	9,665	85	
Tarlac	1	805	755	736	97	17	3,348	3,105	3,005	97	143	16,864	15,649	14,585	96	161	21,017	19,609	18,296	96	
Tayabas	1	522	492	471	96	25	3,446	3,120	3,013	97	147	24,436	22,119	21,358	97	173	28,404	25,731	24,842	97	
Union	2	976	935	910	97	16	5,298	4,891	4,724	97	96	17,901	16,791	16,230	97	114	24,175	22,617	21,864	97	
Zambales	1	346	306	290	95	15	1,918	1,674	1,588	95	60	9,930	8,858	8,428	95	76	12,194	10,888	10,306	95	
Zamboanga	1	192	182	177	97	10	1,057	1,017	984	92	118	12,418	10,614	8,854	83	129	13,667	11,713	9,877	84	
Total	83	33,248	30,882	29,639	96	932	149,750	136,586	129,632	95	6,617	919,398	832,969	776,799	83	7,632	1,102,396	1,000,437	936,120	94	

¹ Central Luzon Agricultural School.

² Philippine School of Arts and Trades.

When compared with statistics for the previous year, the figures above show (1) an increase of 15 in the number of secondary schools; (2) an increase of 75 in the number of intermediate schools; and (3) a decrease of 124 in the number of primary schools.

The rate of increase in the number of secondary schools was 15 per cent; in the number of intermediate schools, 9 per cent.

The rate of decrease in the number of primary schools was 2 per cent.

Between March, 1922, and March, 1923, the average daily attendance of pupils in the primary grades increased by 5,342; in the intermediate grades, by 13,250; and in the secondary schools, by 7,551.

The rate of increase in the attendance of primary pupils was 1 per cent; in the attendance of intermediate pupils, 11 per cent; in the attendance of secondary students, 34 per cent.

Between March, 1922, and March, 1923, there was an increase of 1 per cent in the percentage of attendance, which is found by dividing the average attendance by the average enrolment.

No. 2.—*Enrolment by Grades and by Sexes*

Division	Primary														
	First Grade			Second Grade			Third Grade			Fourth Grade			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Division	1,266	850	2,116	959	561	1,520	790	411	1,201	747	424	1,171	3,762	2,246	6,008
	1,750	1,566	3,316	884	666	1,550	790	657	1,447	598	439	1,037	3,972	3,328	7,300
	1,789	8,928	3,727	3,727	2,623	6,350	2,773	1,964	4,737	2,099	1,296	3,395	13,738	9,672	23,410
	2,267	1,700	3,967	1,675	1,100	2,775	1,277	916	2,193	962	687	1,649	6,171	4,403	10,574
	877	700	1,577	823	641	1,464		604	1,382	615	379	994	3,098	2,824	5,417
	245	157	402	135	82	217	110	87	197	122	44	166	612	370	982
	4,675	3,044	7,719	3,068	1,955	5,043	2,667	1,543	4,210	1,648	945	2,593	12,078	7,487	19,565
	7,730	6,795	14,525	4,857	4,223	9,080	3,654	2,950	6,584	2,388	1,719	4,107	18,669	15,687	34,356
	1,121	719	1,840	788	506	1,294	605	401	1,005	570	291	861	1,916	1,916	5,000
	6,698	4,573	10,271	3,743	8,503	2,446	1,770	4,216	1,848	1,110	2,958	14,752	11,196	25,948	
	3,851	3,389	7,240	2,981	2,921	5,902	2,142	1,675	3,817	1,635	1,175	2,810	10,609	8,560	19,169
	1,055	1,093	2,148	2,383	1,438	3,821	1,941	1,263	3,204	1,470	800	2,270	2,925	1,862	4,857
	2,055	2,045	4,099	2,983	1,410	4,393	1,993	1,333	3,327	2,431	1,475	3,906	6,065	6,065	14,175
	3,295	3,891	9,185	3,631	2,514	6,145	2,807	1,999	4,806	2,434	1,475	3,959	12,137	10,139	24,306
	3,312	2,726	6,038	1,988	1,829	3,817	1,794	1,511	3,308	1,425	926	2,351	14,944	6,425	19,444
12,025	8,737	20,762	8,241	5,619	13,860	7,370	4,511	11,881	4,639	2,652	7,291	32,275	21,519	53,794	
Division	2,899	977	3,916	1,581	449	2,030	960	245	1,205	473	152	625	5,953	1,823	7,776
	2,515	1,325	3,840	1,411	636	2,047	904	430	1,384	573	194	767	5,403	2,585	7,988
	3,811	3,248	7,069	3,211	2,714	5,925	2,603	2,134	4,737	2,070	1,593	3,663	11,686	9,689	21,384
	2,893	3,639	2,381	2,381	2,381	6,020	3,030	2,016	5,046	2,402	1,556	3,952	13,197	8,840	22,037
	8,467	6,832	15,299	6,522	5,451	11,973	4,788	3,901	8,679	3,488	2,674	6,162	23,265	18,858	42,123
	1,927	1,643	3,570	1,842	1,445	3,287	1,880	1,198	2,074	1,104	748	1,852	6,553	5,034	11,587
	3,693	8,084	3,650	2,901	6,551	2,702	2,134	4,836	2,059	1,407	836	3,506	12,842	10,135	22,977
	4,391	547	2,148	1,173	405	1,578	1,105	253	1,358	2,099	1,143	3,241	4,567	1,348	5,915
	13,044	11,108	24,152	6,736	6,020	12,756	4,681	4,107	8,788	2,980	2,568	5,558	27,451	23,803	51,254
	5,791	5,147	10,938	4,834	4,258	9,092	4,141	3,532	7,673	3,607	2,734	6,341	18,373	15,671	34,044
	1,617	1,204	2,821	1,043	714	1,757	725	536	1,261	533	337	870	3,918	6,709	10,627
	1,602	1,118	2,720	943	674	1,617	674	420	1,100	493	301	794	3,712	2,447	6,159
	1,733	1,406	3,139	859	665	1,524	726	456	1,156	459	304	738	3,781	2,831	6,612
	1,733	1,406	3,139	859	665	1,524	726	456	1,156	459	304	738	3,781	2,831	6,612
	1,733	1,406	3,139	859	665	1,524	726	456	1,156	459	304	738	3,781	2,831	6,612

Misamis.....	5,692	5,198	10,890	3,206	2,797	6,003	2,073	2,026	4,099	1,394	1,318	2,712	12,365	11,339	23,704
Mountain.....	2,557	1,013	3,570	1,711	613	2,824	1,335	459	1,794	994	233	1,227	6,597	2,318	8,915
Nueva Ecija.....	5,157	4,386	9,543	3,943	3,233	7,176	2,952	2,352	5,304	2,437	1,613	4,040	14,479	11,584	26,063
Nueva Vizcaya.....	5,711	4,982	1,063	575	477	1,052	442	337	779	380	196	526	1,918	1,502	3,420
Occidental Negros.....	6,835	6,031	12,866	4,619	3,891	8,510	3,608	3,064	6,672	2,721	2,142	4,863	17,783	15,128	32,911
Oriental Negros.....	3,688	3,226	6,914	2,206	1,868	4,074	1,837	1,479	3,316	1,304	917	2,221	9,085	7,490	16,525
Palawan.....	1,798	1,261	3,059	934	550	1,484	835	456	1,291	505	259	764	4,072	2,526	6,598
Pampanga.....	5,272	3,894	9,166	3,013	2,099	5,112	2,535	1,503	4,038	1,765	850	2,615	12,585	8,346	20,931
Pangasinan.....	10,646	9,055	19,701	7,246	5,536	12,782	7,876	6,135	14,011	7,021	4,709	11,730	32,789	25,435	58,224
Philippine Nautical School.....															
Philippine Normal School.....	61	54	115	83	50	133	73	66	144	66	74	140	288	244	532
P. S. A. T. ²															
Rizal.....	3,869	3,220	7,089	3,217	2,539	5,756	2,426	1,897	4,323	2,074	1,295	3,369	11,586	8,951	20,537
Romblon.....	1,221	946	2,167	1,009	747	1,756	792	552	1,344	588	421	1,009	3,610	2,666	6,276
Samar.....	3,369	2,814	6,183	2,878	2,175	5,053	3,180	2,656	5,886	2,330	1,790	4,120	11,757	9,435	21,192
Sorsogon.....	2,976	2,349	5,325	2,317	1,811	4,128	1,623	1,358	2,981	1,297	1,096	2,398	8,213	6,614	14,827
Sulu.....	3,342	1,830	5,172	1,481	545	2,026	1,037	293	1,330	644	141	785	6,504	2,809	9,313
Surigao.....	3,750	3,382	7,132	1,419	1,290	2,709	1,062	746	1,808	640	515	1,155	6,871	5,963	12,804
Tarlac.....	3,111	2,545	5,656	2,435	1,969	4,454	1,978	1,347	3,325	1,647	990	2,637	9,221	6,851	16,072
Tayabas.....	5,660	4,623	10,283	3,543	2,706	6,249	2,895	2,258	5,153	2,000	1,402	3,402	14,098	10,989	25,087
Union.....	3,163	2,254	5,422	2,570	1,750	4,320	2,369	1,664	4,083	2,383	1,507	3,890	10,490	7,175	17,665
Zambales.....	1,947	1,575	3,522	1,134	883	2,017	999	712	1,711	917	587	1,504	4,997	3,757	8,754
Zamboanga.....	3,552	2,368	5,920	1,664	1,145	2,809	1,143	719	1,862	659	433	1,092	7,018	4,665	11,683
Total.....	191,274	149,147	340,421	130,236	97,706	227,942	104,296	75,807	180,103	78,416	51,851	130,257	504,222	374,511	878,733

¹ Central Luzon Agricultural School.² Philippine School of Arts and Trades.

Oriental Negros.....	680	415	1,085	536	376	912	407	266	673	1,623	1,057	2,680
Palawan.....	246	97	343	218	68	286	120	46	166	584	211	795
Panganga.....	1,006	425	1,431	720	312	1,082	558	227	785	2,284	964	3,248
Pangasinan.....	3,645	1,947	5,492	2,291	1,203	3,494	1,867	951	2,818	7,703	4,101	11,804
Philippine Nautical School.....												
Philippine Normal School.....	43	45	88	45	48	93	46	33	79	134	126	260
P. S. A. T. 1.....												73
Rizal.....	1,108	626	1,734	803	429	1,232	511	301	812	2,422	1,356	3,778
Romblon.....	348	172	520	218	98	316	184	93	277	750	363	1,113
Samar.....	1,174	769	1,943	590	382	972	413	244	657	2,177	1,395	3,572
Sorsogon.....	676	505	1,181	431	301	732	294	218	512	1,401	1,024	2,425
Sulu.....	139	65	184	65	17	82	54	15	69	258	77	335
Surigao.....	276	201	477	173	116	289	103	69	172	552	386	988
Tarlac.....	1,115	576	1,691	688	308	996	538	196	734	2,341	1,080	3,421
Tayabas.....	1,213	738	1,951	780	415	1,195	554	285	839	2,547	1,438	3,965
Union.....	1,702	883	2,565	996	574	1,570	812	400	1,212	3,510	1,837	5,347
Zamboales.....	519	294	803	306	194	500	304	147	451	1,129	625	1,754
Zamboanga.....	421	225	646	295	117	412	148	60	208	864	402	1,266
Total.....	45,428	27,037	72,465	29,703	16,981	46,684	22,615	13,024	35,839	97,746	57,042	154,788

¹ Central Luzon Agricultural School.² Philippine School of Arts and Trades.

No. 2.—Enrolment by Grades and by Sexes—Continued

Division	Secondary										Grand Total							
	First Year		Second Year		Third Year		Fourth Year		Total									
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
Abra	209	99	308	101	34	135	49	17	66	33	6	39	392	156	548	5,084	2,893	7,977
Agusan	52	22	74	17	8	25	60	39	99	28	19	47	69	30	99	4,534	3,648	8,182
Albay	295	155	450	138	88	226	60	29	89	28	6	28	521	301	822	16,340	11,188	27,528
Antique	143	117	260	68	41	109	29	11	40	26	2	26	262	175	437	7,663	5,451	13,014
Bataan	109	55	164	54	25	79	35	17	42	24	2	26	222	89	311	4,193	2,882	7,055
Batanes	28	11	39	17	3	20	107	27	134	57	10	67	45	14	59	815	459	1,274
Batangas	316	180	496	187	40	227	107	57	164	64	26	90	667	207	874	15,272	17,849	33,121
Bohol	426	239	665	138	59	197	57	13	70	23	3	26	66	314	958	22,499	17,932	40,438
Bukidnon	27	37	64	39	19	58	70	23	93	49	20	69	66	197	263	3,374	2,068	5,442
Bulacan	236	117	353	102	37	139	70	23	93	49	20	69	457	197	654	17,808	12,652	30,460
Cagayan	245	146	391	126	38	164	67	21	88	46	9	55	484	214	698	13,446	10,173	23,619
Camarines Norte	80	37	117	65	16	81	32	10	42	17	3	20	194	66	260	6,072	3,732	9,804
Camarines Sur	273	121	394	119	66	185	67	26	93	46	14	60	505	262	767	17,824	8,809	26,633
Capiz	238	158	396	103	58	161	52	27	79	30	19	49	423	262	685	17,060	12,001	29,061
Cavite	232	153	385	89	39	128	69	23	92	24	18	42	414	233	647	10,658	7,750	18,406
Cebu	643	320	963	314	129	443	178	64	242	127	44	171	1,262	557	1,819	38,388	24,992	63,380
C. L. A. S. 1	213	213	426	170	170	340	148	81	229	81	81	162	28	28	56	6,122	729	6,851
Cotabato	28	28	56	17	17	34	148	81	229	81	81	162	28	28	56	6,221	1,980	8,201
Davao	36	8	44	297	236	533	259	90	349	146	84	230	36	8	44	5,850	2,706	8,556
Ilocos Norte	469	377	846	297	236	533	259	90	349	146	84	230	36	8	44	15,369	12,182	27,551
Ilocos Sur	507	365	872	382	241	623	198	90	288	87	41	128	1,174	737	1,911	17,645	11,425	29,070
Iloilo	551	424	975	299	263	562	176	87	263	125	48	173	1,151	737	1,911	29,149	22,866	52,015
Isabela	265	105	370	156	52	208	88	12	100	35	7	42	544	176	720	8,903	6,188	15,091
Laguna	309	198	507	171	48	219	98	33	131	49	14	63	627	293	920	16,449	12,219	28,668
Lanao	45	21	66	19	4	23	15	2	17	2	2	4	79	27	106	5,119	1,523	6,642
Leyte	293	307	600	167	109	276	62	29	91	27	22	49	549	467	1,016	31,237	26,920	58,257
Manila	1,576	978	2,554	804	413	1,217	532	232	764	314	124	438	8,226	1,747	4,973	23,532	22,565	52,097
Marinduque	72	60	132	42	31	73	16	8	24	14	2	16	144	101	245	4,863	3,872	8,735
Masbate	44	24	68	12	8	20	24	5	29	23	5	28	37	117	154	4,300	2,736	7,036
Mindoro	78	30	108	41	11	52	18	4	22	13	7	20	137	45	182	4,671	3,231	7,902
Misamis	66	48	114	19	11	30	17	4	21	16	5	21	118	68	186	13,812	12,519	26,331
Mountain	181	151	332	124	23	147	55	8	63	31	3	34	311	85	396	7,884	2,645	10,529
Nueva Ecija	366	184	550	225	60	285	97	33	130	70	9	79	668	256	914	18,229	13,466	31,695
Nueva Vizcaya	177	107	284	128	55	183	33	4	37	24	1	25	177	130	307	2,780	1,979	4,759
Occidental Negros	207	173	380	121	57	178	60	25	85	55	23	78	443	271	721	21,436	17,795	39,230
Oriental Negros	265	168	433	95	27	122	35	14	49	22	12	34	417	221	638	11,075	8,768	19,843
Palawan	79	19	98	39	6	45	14	3	17	11	4	15	143	32	175	4,799	2,569	7,368
Pampanga	339	133	472	225	56	281	124	26	150	72	15	87	760	230	990	15,629	9,540	25,169

Pangasinan	971	517	1,488	465	211	676	281	72	353	140	52	192	1,857	852	2,709	42,349	30,388	72,735
Philippine Nautical School																		
Philippine Normal School	90	260	350	144	246	390	173	158	381	68	97	165	475	761	1,236	897	1,131	2,098
P. S. A. T. ⁴	209		208	196		196	102		102	117		117	624	624	624	624	624	697
Rizal	255	112	367	186	44	230	96	19	115	55	13	68	592	138	767	14,600	10,495	25,095
Romblon	101	62	163	46	24	70	16	3	19	40	5	13	173	94	267	4,583	3,123	7,656
Samar	245	111	356	141	34	175	73	6	79	45	3	48	504	154	658	14,438	10,384	25,422
Sorsogon	144	111	255	85	25	110	25	10	35	28	4	32	282	150	432	9,886	7,788	17,684
Sulu	21	5	26	16	1	17							37	6	43	6,799	2,892	9,691
Surigao	58	34	92	27	11	38	19	7	26				104	52	156	7,527	6,371	13,898
Tarlac	351	145	496	175	47	222	138	19	157	69	10	73	733	221	954	12,295	8,152	20,447
Tayabas	173	78	251	100	31	131	65	18	83	36	16	52	374	143	517	17,019	12,570	29,589
Union	429	196	625	271	101	372	182	62	244	88	32	120	970	391	1,361	14,970	9,403	24,373
Zambales	96	65	161	51	25	76	36	7	43	27	4	31	210	101	311	6,336	4,483	10,819
Zamboanga	85	24	109	52	13	65	24	5	32	17	2	19	178	47	225	8,060	5,114	13,174
Total	12,856	7,310	20,466	6,968	3,205	10,173	4,196	1,406	5,602	2,415	828	3,243	26,435	12,749	39,184	628,403	444,302	1,072,705

¹ Second-year students were on vacation in September, 1923; therefore, October, 1923, enrolment is given.

² Central Luzon Agricultural School.

³ Fourth-year students were out of school in September, 1923; therefore, October, 1923, enrolment is given.

⁴ Philippine School of Arts and Trades.

When compared with corresponding figures for September, 1922, the figures in Table 2 show (1) an increase of 7,388 in the number of boys, and an increase of 5,122 in the number of girls, in the primary grades; (2) an increase of 7,474 in the number of boys, and an increase of 5,495 in the number of girls, in the intermediate grades; and (3) an increase of 4,635 in the number of boys, and an increase of 3,038 in the number of girls, in the secondary schools.

There were decreases in the number of pupils enrolled in the first and second grades. The rates of decrease in the number of boys and in the number of girls in the first grade were 1 per cent and 2 per cent respectively; in the second grade, 3 per cent and 4 per cent respectively. The rates of increase in the number of boys and in the number of girls in the third grade were 7 per cent and 10 per cent respectively; in the fourth grade, 9 per cent and 10 per cent respectively.

The rates of increase in the number of boys and in the number of girls in the fifth grade were 7 per cent and 9 per cent respectively; in the sixth grade, 7 per cent and 9 per cent respectively; in the seventh grade, 12 per cent and 16 per cent respectively.

The rates of increase in the number of boys and in the number of girls in the first year secondary were 11 per cent and 22 per cent respectively; in the second year, 29 per cent and 50 per cent respectively; in the third year, 40 per cent and 46 per cent respectively; in the fourth year, 30 per cent and 34 per cent respectively.

In every grade in which there were increases, the rate of increase in the number of girls was greater than the rate of increase in the number of boys.

A table showing, by divisions and for the Islands, the enrolment of secondary students by courses, based on the monthly enrolment for March, 1923.

[illegible]

Nueva Vizcaya.....	21	4																	21	4	25	83
Occidental Negros.....	58	25																	58	25		
Oriental Negros.....	35	3																	35	10		45
Palawan.....	16	4																	16	4		20
Pampanga.....	74	20																	74	20		94
Pangasinan.....	99	14	61	23															160	56		216
Philippine Nautical School.....																			25			25
Philippine Normal School.....			93	62															93	96		189
P. S. A. T.? ²									87	11									98			88
Rizal.....	52	12																	52	12		64
Romblon.....	14	7																	14	4		21
Samar.....	30	4									15								45	4		49
Sorsogon.....	35	2																	35	8		43
Sulu.....																						
Surigao.....																						
Tarlac.....	77	10																	77	12		89
Tayabas.....	44	19																	44	19		63
Union.....	91	33																	91	33		124
Zambales.....	31	4																	31	4		35
Zamboanga.....	21	3																	21	3		24
Total.....	2,270	656	245	163	56	11	87	11	163	107	25								2,857	937		3,794

¹ Central Luzon Agricultural School.

² Philippine School of Arts and Trades.

LeYTE.....	1,033	1,493	127	380	1,160	880	2,040	643	1,201	79	558	722	558	1,280
Manila.....	2,931	1,493		317	2,931	1,810	4,741	2,108			207	2,108	1,408	3,516
Marinduque.....	315	107		218	315	124	533	127	48		104	127	104	231
Masbate.....	172	107			172	107	279	140				140	140	188
Mindoro.....	281	92		76	281	168	449	218	40		71	218	111	329
Misamis.....	560	196		262	560	468	1,018	347	90		200	347	290	637
Mountain.....	243	60		49	243	88	380	160	27		29	254	56	310
Nueva Ecija.....	1,070	453	16	110	1,086	563	1,649	713	292	22	94	101	393	1,128
Nueva Vizcaya.....	148	81	33	44	124	124	349	109	65	30	21	160	98	258
Occidental Negros.....	1,250	289		684	1,250	973	2,223	893	190		392	893	582	1,475
Oriental Negros.....	607	412	35		642	412	1,054	447	246	24	74	471	320	791
Palawan.....	217	94	25	7	249	101	350	153	44	24	15	192	51	243
Pampanga.....	872	310	69	93	941	403	1,344	529	183	48	64	591	247	838
Pangasinan.....	2,782		49	1,698	2,961	1,698	4,659	1,882		60	73	2,015	1,031	3,046
Philippine Normal School.....	44	48			44	48	92	43	31			43	31	74
P. S. A. T. 2.....										57		57		57
Rizal.....	939	69		487	939	556	1,495	630	37		347	630	384	1,014
Romblon.....	248	73		51	283	124	407	154	15		29	183	92	275
Samar.....	891		28	679	945	679	1,624	447		37	34	518	337	855
Sorsogon.....	430	277	35	44	465	321	786	273	184	18	28	291	212	503
Sulu.....	60	24		2	96	26	122	32			11	61	11	72
Surigao.....	238	120		57	238	177	415	139	56		34	139	90	229
Tarlac.....	957	445		957	957	445	1,402	585	269	28		613	269	882
Tayabas.....	829	14	92	489	921	503	1,424	519		58	295	577	295	872
Union.....	1,435			767	1,435	767	2,202	932		21	480	953	480	1,433
Zambales.....	367	214	34	21	404	235	639	305	135	40	39	378	174	552
Zamboanga.....	254	98	34	53	291	151	442	116	24	28	42	144	66	210
Total.....	35,306	9,838	1,074	12,522	37,438	22,360	59,853	23,538	5,694	1,078	953	25,569	14,507	40,076

1 Central Luzon Agricultural School.

2 Philippine School of Arts and Trades.

No. 4.—Enrolment of Intermediate Pupils by Courses—Continued

Division	Seventh Grade						Total for the Grades							
	General		Trade	Farm- ing	House- keep- ing and House- hold Arts	Total	General		Trade	Farm- ing	House- keep- ing and House- hold Arts	Total		
	Boys	Girls	Boys	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Total
Abra	187	16	23	210	108	318	688	9	113	390	801	399	801	1,200
Agusan	44	35	35	79	22	101	201	144	148	23	349	167	349	516
Albay	307	180	28	383	222	605	484	846	110	158	1,763	1,004	1,763	2,767
Antique	183	140	23	206	157	363	804	678	77	72	899	750	1,649	2,399
Bataan	139	6	73	139	79	218	643	133	18	219	643	352	995	1,347
Batanes	35	11	35	35	11	46	142	61	100	1,095	142	61	203	354
Batangas	468	186	34	522	236	758	2,005	494	76	1,095	2,181	1,095	3,276	4,371
Bohol	541	186	36	595	351	946	2,306	494	117	974	2,477	1,468	3,945	5,413
Bukidnon	491	264	43	517	17	60	60	93	116	99	176	99	275	574
Bulacan	446	148	26	521	264	781	2,228	801	93	264	2,323	1,065	3,388	4,453
Cagayan	98	42	75	98	276	374	1,961	824	213	460	2,174	1,284	3,458	4,742
Camarines Norte	292	40	30	362	187	549	1,367	2	115	193	1,531	195	1,726	2,451
Camarines Sur	440	32	15	519	351	870	1,983	229	105	820	2,145	1,463	3,608	5,073
Capiz	401	224	27	428	280	708	1,516	837	84	1,234	1,600	1,075	2,675	4,275
Cavite	977	413	21	998	542	1,540	4,691	2,177	114	333	4,805	2,510	7,315	9,825
Cebu	37	16	64	64	7	71	135	88	136	32	136	32	168	200
C. L. A. S. I	36	20	18	57	16	73	135	88	130	13	265	101	366	467
Cotabato	565	21	18	54	5	59	200	200	94	85	294	85	379	663
Davao	597	27	25	611	412	1,023	2,206	30	89	1,629	2,379	1,659	4,038	5,717
Ilocos Norte	722	6	70	694	431	1,125	2,576	664	92	1,007	2,888	1,671	4,559	6,230
Ilocos Sur	193	38	38	231	472	703	3,599	353	88	2,072	3,687	2,425	6,112	8,539
Iloilo	551	51	44	273	108	381	967	364	111	307	1,330	671	2,001	2,982
Isabela	44	196	8	559	403	962	2,414	205	29	1,363	2,443	1,568	4,011	5,979
Laguna	462	24	44	524	24	68	2,138	96	51	2	283	98	381	519
Lanao	1,456	810	62	1,456	425	2,440	6,495	268	268	1,863	6,495	1,863	8,358	10,801
Leyte	111	83	83	146	84	194	456	3,504	174	405	553	4,005	958	1,458
Manila	65	36	36	65	36	101	377	191	191	377	377	191	568	769
Marinduque	181	20	57	181	77	258	690	152	152	204	690	356	1,036	1,426
Masbate														
Mindoro														

Misamis	222	11		154	222	165	387	1,129	297		616	1,129	913	2,042
Mountain	96	10		70	166	47	213	499	97		94	712	191	903
Nueva Ecija	585	207	24	71	609	278	887	2,388	952	62	282	2,430	1,284	3,664
Nueva Vizcaya	74	63	19	26	119	79	198	331	209	82	92	504	301	805
Occidental Negros	576	373		36	576	409	985	2,719	852		1,112	2,719	1,964	4,683
Oriental Negros	320	188	24	50	344	238	582	1,374	846	88	124	1,457	970	2,427
Palawan	85	38		7	110	45	155	455	176	27	21	551	197	748
Pampanga	430	134	48	18	496	194	690	1,831	627	165	32	2,028	844	2,872
Pangasinan	1,432		43	60	795	795	2,330	6,096	152	263	3,524	6,511	3,524	10,035
Philippine Normal School	43	24			43	24	67	130	103			130	103	233
P. S. A. T. ²			79		79		79			136		136		136
Rizal	506	5		261	506	266	772	2,075	111		1,095	2,075	1,206	3,281
Romblon	123	2		15	138	67	205	525	90		193	604	283	887
Samar	265		54	40	359	204	563	1,603		119	1,220	1,822	1,220	3,042
Sorsogon	171	111	12	22	183	133	316	874	572	65	94	939	666	1,605
Sulu	33			18	9	9	60	125	24		22	208	46	254
Surigao	93	36		20	93	56	149	470	212		111	470	323	793
Tarlac	445		26	200	471	200	671	1,987	714	54	200	2,041	914	2,955
Tayabas	348		72	205	420	205	625	1,696	14	222	989	1,918	1,003	2,921
Union	713		34	398	747	398	1,145	3,080		55	1,645	3,135	1,645	4,780
Zambales	189	114	22	30	235	144	379	861	463	96	90	1,017	553	1,570
Zamboanga	103	25	31	29	134	54	188	473	147	93	124	569	271	840
Total	16,921	3,856	1,024	786	18,731	10,638	29,369	75,765	19,388	3,176	28,117	81,793	47,505	129,298

¹ Central Luzon Agricultural School.

² Philippine School of Arts and Trades.

When compared with statistics for March, 1922, the figures in Table 4 show (1) an increase of 10,502 in the number of intermediate pupils enrolled in the general course; (2) an increase of 996 in the number of intermediate pupils enrolled in the housekeeping-and-household-arts course; (3) an increase of 1 in the number of intermediate pupils enrolled in the farming course; and (4) a decrease of 19 in the number of intermediate pupils enrolled in the trade course.

The rate of increase in the number of intermediate pupils enrolled in the general course was 12.4 per cent; in the housekeeping-and-household-arts course, 3.7 per cent; in the farming course, .04 per cent.

The rate of decrease in the number of intermediate pupils enrolled in the trade course was .6 per cent.

No. 5.—*Enrolment, Pupils Dropped, and Percentages of Pupils Dropped*

A table showing, by divisions and for the Islands, the annual enrolment, the March enrolment, the number of pupils dropped, and the percentages of pupils dropped, based on the annual enrolment for the school year 1922-23.

Division	First Grade				Second Grade				Third Grade				Fourth Grade				Fifth Grade				
	Percentage Dropped	Annual Enrolment	March Enrolment	Number of Pupils Dropped	Percentage Dropped	Annual Enrolment	March Enrolment	Number of Pupils Dropped	Percentage Dropped	Annual Enrolment	March Enrolment	Number of Pupils Dropped	Percentage Dropped	Annual Enrolment	March Enrolment	Number of Pupils Dropped	Percentage Dropped	Annual Enrolment	March Enrolment	Number of Pupils Dropped	Percentage Dropped
All																					
Isabela	6	4,274	4,077	197	5	3,799	3,623	176	5	2,262	2,149	113	5	1,691	1,545	146	9	1,096	973	123	11
Pangasinan	7	17,595	16,163	1,432	8	17,258	16,405	853	5	13,978	12,973	1,005	7	9,438	8,759	679	7	5,249	4,659	590	11
Manila	8	10,908	9,815	1,093	10	8,451	7,822	629	7	7,082	6,524	558	8	5,796	5,405	391	7	5,174	4,741	433	8
Albay	9	1,989	1,804	185	9	1,533	1,406	127	8	1,237	1,112	125	10	1,059	963	96	9	617	545	72	12
Mountain	9	6,707	6,026	681	10	3,729	3,500	229	6	2,301	2,166	135	6	1,369	1,211	153	12	436	380	56	13
Romblon	9	2,400	2,071	329	14	1,873	1,834	39	2	1,160	1,050	110	9	803	705	98	12	470	407	62	13
Philippine Nautical School	10																				
Philippine Normal School	10	160	134	26	16	153	135	18	12	145	142	3	2	146	136	10	7	102	92	10	10
Union	10	5,538	4,888	650	12	4,652	4,143	509	11	4,288	3,855	433	10	3,423	3,107	316	9	2,514	2,202	312	12
Bataan	11	2,000	1,774	226	11	1,703	1,576	127	7	1,139	1,010	129	11	960	822	138	14	552	479	73	13
Bulacan	11	724	12,276	1,448	11	5,809	5,193	616	11	3,907	3,351	556	14	2,706	2,351	355	13	1,755	1,499	256	15
Sulu	11	6,092	5,510	352	10	2,134	1,904	230	11	1,317	1,137	180	14	602	504	98	16	154	122	32	21
Camarines Norte	12	4,447	1,259	188	13	1,291	1,133	158	12	942	845	97	10	757	660	97	13	325	293	32	10
Ilocos Sur	12	7,402	7,301	1,011	13	7,118	6,305	813	11	5,303	4,659	644	12	3,527	3,208	319	9	2,296	1,947	349	15
Iloilo	12	17,582	15,355	2,227	13	11,916	10,710	1,206	10	7,953	6,892	1,061	13	6,079	5,305	774	13	3,523	3,041	482	14
Nueva Ecija	12	11,493	9,747	1,746	15	6,961	6,203	758	11	4,953	4,466	487	10	3,274	3,031	243	7	1,888	1,649	239	13
Batangas	13	6,954	6,049	905	13	5,944	5,249	695	12	3,523	3,051	472	13	2,823	2,439	384	14	1,724	1,444	280	16
Cavite	13	5,233	4,680	558	11	4,176	3,679	497	12	3,343	2,872	471	14	2,594	2,168	426	16	1,385	1,185	200	14
Laguna	13	8,606	7,394	1,212	14	6,463	5,688	775	12	4,486	3,886	600	13	3,406	2,905	501	15	2,024	1,796	228	11
Tarlac	13	6,443	5,530	913	14	4,719	4,141	578	12	3,277	2,814	463	14	2,425	2,163	262	11	1,594	1,402	192	12
Cagayan	14	8,490	7,239	1,251	15	6,000	5,136	864	14	3,866	3,318	548	14	2,724	2,385	339	12	1,777	1,569	208	12
Rizal	14	8,463	7,098	1,365	16	5,876	5,214	662	11	4,314	3,649	665	15	3,303	2,801	502	15	1,759	1,495	264	15
Lanao	15	3,213	2,686	527	16	1,991	1,752	239	12	1,248	1,056	192	15	707	589	108	15	314	237	77	25
Batanes	16	413	359	54	13	204	177	27	13	192	152	40	21	159	143	26	15	119	91	28	24
Marinduque	16	2,658	2,294	364	14	1,861	1,619	242	13	1,290	1,026	264	20	961	775	186	19	646	533	113	17

Palawan.....	16	3,509	2,910	599	17	1,760	1,525	235	13	1,125	953	172	15	830	675	155	19	434	350	84	19
Pampanga.....	16	9,535	7,821	1,714	18	6,030	5,048	282	16	4,040	3,321	750	16	2,623	2,238	385	15	1,523	1,344	179	12
Agusan.....	17	3,095	2,572	523	17	1,725	1,470	355	15	1,599	1,349	210	19	1,128	918	210	19	570	286	84	23
Albay.....	17	9,270	7,433	1,837	17	6,532	5,517	1,015	16	4,583	3,939	684	14	3,275	2,687	588	18	1,491	1,332	169	11
Capiz.....	17	9,338	7,958	1,380	19	6,521	5,456	1,065	16	4,786	3,892	844	23	3,498	2,995	503	14	2,038	1,669	369	18
Mindoro.....	17	3,543	2,900	643	18	1,853	1,564	289	16	1,063	868	185	18	776	655	121	16	557	449	108	19
Tavabas.....	17	10,342	8,458	1,884	18	6,214	5,318	896	14	4,567	3,745	822	17	3,313	2,744	569	17	1,719	1,424	295	17
Zambales.....	17	3,982	3,296	686	17	2,289	1,977	322	14	1,944	1,617	327	18	1,705	1,384	321	19	805	639	166	21
Zamboanga.....	17	6,854	5,598	1,256	18	3,078	2,530	548	18	1,526	1,308	218	14	960	832	128	13	564	442	122	22
Bohol.....	18	14,581	11,853	2,728	19	9,615	7,987	1,648	17	6,240	4,987	1,253	20	4,334	3,472	862	20	2,198	1,766	432	20
Bukidnon.....	18	2,428	1,968	460	19	1,549	1,298	251	16	1,171	973	188	17	580	472	108	19	185	125	60	32
Cotabato.....	18	5,048	4,160	888	18	2,342	1,904	438	19	1,129	934	195	17	664	531	133	20	267	183	84	31
Davao.....	18	4,860	3,637	1,223	25	2,246	2,100	146	7	905	780	135	14	625	548	77	12	283	213	70	25
Ilocos Norte.....	18	7,512	5,877	1,635	22	6,874	5,499	1,375	20	5,806	4,585	1,221	21	3,766	3,095	671	18	2,052	1,746	306	15
Levite.....	18	21,035	17,296	3,739	18	11,903	9,687	2,216	19	7,645	5,922	1,723	23	4,868	4,008	860	18	2,552	2,040	512	20
Misamis.....	18	11,488	9,370	2,118	18	6,249	5,271	1,023	16	3,834	3,078	756	20	2,495	1,954	541	22	1,276	1,018	258	20
Camarinés Sur.....	19	5,872	4,696	1,176	20	4,658	3,800	858	18	3,424	2,694	730	21	2,660	2,149	511	19	1,334	1,109	225	17
Cebu.....	19	21,898	17,832	4,066	19	17,259	14,523	2,766	16	11,550	9,114	2,436	21	8,418	6,717	1,701	20	4,481	3,394	1,087	24
C. L. A. S. 1.....	19																	62	56	6	10
Masbate.....	19	2,803	2,278	525	19	1,601	1,304	297	19	948	760	188	20	750	614	136	18	346	279	67	19
Occidental Negros.....	19	13,754	10,644	3,110	23	8,932	7,354	1,578	18	6,394	5,268	1,066	17	4,784	3,829	955	20	2,763	2,223	540	20
Nueva Vizcaya.....	20	1,551	1,118	433	28	1,252	1,041	211	17	944	756	188	20	672	570	102	15	462	349	113	24
Oriental Negros.....	20	8,122	6,488	1,634	20	4,875	3,885	990	20	3,286	2,580	706	21	2,389	1,870	519	22	1,324	1,054	270	20
Samar.....	20	7,686	5,832	1,854	24	8,259	6,625	1,634	20	6,336	5,079	1,257	20	4,327	3,540	787	18	2,047	1,624	423	21
Sorsogon.....	21	6,930	5,348	1,582	23	4,855	3,885	970	20	3,110	2,360	750	24	2,017	1,650	367	18	955	786	169	18
P. S. A. T. 2.....	22																				
Surigao.....	24	6,799	4,851	1,948	29	2,878	2,314	564	20	1,769	1,360	409	23	1,133	899	234	21	497	415	82	16
Antique.....	30	4,676	3,201	1,475	32	3,441	2,374	1,067	31	2,687	1,823	864	32	1,920	1,393	527	27	1,125	757	368	33
Total.....	15	367,800	306,924	60,876	17	250,489	215,788	34,706	14	175,857	148,200	27,657	16	125,252	106,529	18,723	15	71,203	59,853	11,350	16

1 Central Luzon Agricultural School.

2 Philippine School of Arts and Trades.

No. 5.—Enrolment, Pupils Dropped, and Percentages of Pupils Dropped—Continued

Division	Sixth Grade			Seventh Grade			First Year			Second Year			Third Year			Fourth Year				
	Annual Enrol- ment	March Enrol- ment	Number of Pu- pils Dropped	Percentage Dropped	Annual Enrol- ment	March Enrol- ment	Number of Pu- pils Dropped	Percentage Dropped	Annual Enrol- ment	March Enrol- ment	Number of Pu- pils Dropped	Percentage Dropped	Annual Enrol- ment	March Enrol- ment	Number of Pu- pils Dropped	Percentage Dropped	Annual Enrol- ment	March Enrol- ment	Number of Pu- pils Dropped	Percentage Dropped
Isabela.....	703	647	56	8	408	381	27	7	264	255	9	3	110	101	41	1	51	49	2	4
Pangasinan.....	3,287	3,046	241	7	2,531	2,330	201	8	1,269	1,108	161	13	507	418	216	4	121	115	66	5
Manila.....	3,516	3,316	338	9	2,672	2,440	232	9	1,817	1,992	169	8	1,087	1,015	72	7	344	278	66	19
Abra.....	360	337	23	6	347	318	29	8	187	176	11	6	80	75	4	3	20	19	1	5
Mountain.....	341	310	31	9	235	213	22	9	200	176	24	12	97	84	13	7	16	15	1	6
Romblon.....	292	275	17	6	224	205	19	8	135	115	20	15	36	32	4	11	18	17	1	6
Philippine Nautical School.....																				
Philippine Normal School.....	84	74	10	12	77	67	10	13	372	330	42	11	240	215	25	10	29	25	2	7
Union.....	1,548	1,433	115	7	1,236	1,145	91	7	497	459	38	8	265	257	8	3	131	124	7	5
Bataan.....	355	298	57	16	247	218	29	12	104	98	6	6	45	43	2	4	35	30	5	14
Bulacan.....	1,210	1,108	102	8	842	781	61	7	287	248	39	14	139	124	15	11	66	64	2	3
Sulu.....	81	72	9	11	69	60	9	13	29	27	2	7	44	42	2	5	20	17	3	15
Camarines Norte.....	196	175	21	11	149	140	9	6	98	90	8	8	44	42	2	5	20	17	3	15
Ilocos Sur.....	1,595	1,487	108	7	1,190	1,125	65	5	1,023	880	143	14	410	355	55	13	203	181	22	11
Iloilo.....	2,046	1,839	207	10	1,384	1,232	152	11	856	733	123	14	359	295	64	18	169	154	15	9
Nueva Ecija.....	1,239	1,128	111	9	986	887	99	10	328	301	27	8	186	167	19	10	93	85	8	9
Batangas.....	1,201	1,074	127	11	864	758	106	12	477	418	59	12	190	171	19	10	85	75	10	12
Cavite.....	1,839	1,704	135	7	1,074	968	106	9	291	248	43	15	115	106	9	8	64	59	4	8
Laguna.....	1,863	1,753	115	8	1,071	982	85	8	370	339	31	8	199	183	16	8	95	87	8	8
Tarlac.....	982	882	100	10	772	671	101	13	434	397	37	9	210	195	15	7	92	89	3	3
Agayan.....	1,240	1,092	148	12	913	797	116	13	418	349	69	17	168	142	26	15	69	60	9	13
Rizal.....	1,176	1,014	162	14	835	772	63	8	362	335	27	7	154	144	10	6	73	64	9	12
Marikina.....	85	76	9	11	75	68	7	9	51	30	21	4	25	19	6	24	64	57	7	11
Batanes.....	46	40	14	18	56	46	10	18	30	24	6	20	15	15						
Marinduque.....	296	231	65	22	221	194	27	12	137	118	19	14	40	40						
Palawan.....	296	243	53	18	181	155	26	14	120	88	22	20	44	37	7	16	21	20	1	5
Pampanga.....	926	838	88	10	781	690	91	12	425	405	20	5	167	154	13	8	103	94	9	9
Agusan.....	151	129	22	15	108	101	7	6	29	24	5	17					63	58		8
Albay.....	1,075	830	245	23	678	605	73	11	433	373	60	14	161	146	15	9	61	54	7	11
Capiz.....	1,223	1,082	141	12	975	887	118	12	333	292	41	12	112	98	14	13	65	60	5	8

Mindoro	399	329	70	18	286	258	28	10	91	78	13	14	47	40	7	15	18	14	4	22	44	42	2	4
Tayabas	1,013	872	141	14	714	625	89	12	275	249	26	9	129	116	13	10	74	63	11	15	44	42	2	4
Zambales	660	552	108	16	453	379	74	16	200	148	52	26	74	62	12	16	41	35	6	15	31	28	3	10
Zamboanga	257	210	47	18	236	188	48	20	113	101	12	11	55	49	6	11	24	24	24	24	24	24	24	24
Bohol	1,416	1,233	183	13	1,071	946	125	12	440	380	60	14	113	103	10	9	36	34	2	6	30	30	30	30
Bukidnon	108	90	18	17	67	60	7	10	39	36	3	8												
Cotabato	140	110	30	21	89	73	16	18	20	16	4	20												
Davao	111	107	4	4	69	59	10	14	23	13	10	43												
Ilocos Norte	1,424	1,269	155	11	1,132	1,023	109	10	1,073	1,009	64	6	485	458	27	6	320	308	12	4	191	184	7	4
Leyte	1,460	1,280	180	12	1,029	949	80	8	590	530	60	10	242	226	16	7	73	67	6	8	44	41	3	7
Misamis	720	637	83	12	445	387	58	13	89	70	19	21	28	25	3	11	22	19	3	14	11	9	2	18
Camariñes Sur	858	743	115	13	649	549	100	15	390	347	43	11	202	186	16	8	90	84	6	7	43	42	1	2
Cebu	2,894	2,381	513	18	1,872	1,540	332	18	1,079	903	176	16	385	342	43	11	251	217	34	14	148	142	6	4
C. L. A. S. ¹	66	41	25	38	93	71	22	24	257	197	60	23	217	178	39	18	145	124	21	14	109	104	5	5
Masbate	228	188	40	18	121	101	20	17	51	39	12	24	26	21	5	19								
Occidental Negros	1,694	1,475	213	13	1,150	985	165	14	383	352	31	8	105	96	9	9	86	83	3	3	42	39	3	7
Nueva Vizcaya	290	258	32	11	226	198	28	12	167	146	21	13	82	71	11	13	27	25	2	7	9	9	9	9
Oriental Negros	940	791	149	16	679	582	97	14	371	304	67	18	119	109	10	8	55	45	10	18	25	25	25	25
Samar	1,024	855	169	17	682	563	119	17	311	272	39	13	109	97	12	11	58	49	9	16	29	29	29	29
Sorsogon	581	503	78	13	371	316	55	15	197	166	31	16	61	52	9	15	46	43	3	7	13	11	2	15
P. S. A. T. ²	74	57	17	23	114	79	35	31	315	225	90	29	197	156	41	21	104	98	6	6	75	73	2	3
Surigao	269	229	40	15	176	149	27	15	71	64	7	10	16	16										
Antique	690	529	161	23	473	363	110	23	296	254	42	14	84	73	11	13	62	53	9	15	28	26	2	7
Total	45,465	40,076	5,389	12	33,082	29,369	3,713	11	18,551	16,327	2,224	12	7,981	7,149	832	10	4,124	3,794	330	8	2,592	2,404	188	7

¹ Central Luzon Agricultural School.² Philippine School of Arts and Trades.

In Table 5, the divisions are listed according to the percentage of pupils dropped during the school year 1922-23, the division with the smallest percentage being listed first.

The median percentage of withdrawals during the school year 1922-23 was 16 per cent, or 2 per cent more than during the school year 1921-22.

No. 6.—Promotions of Pupils

A table showing, by divisions and for the Islands, the number of pupils promoted, school year 1922-23.

Division	From First Grade to Second Grade			From Second Grade to Third Grade			From Third Grade to Fourth Grade			From Fourth Grade to Fifth Grade			From Fifth Grade to Sixth Grade			From Sixth Grade to Seventh Grade		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Abra.....	722	518	1,240	607	408	1,015	492	340	832	372	277	649	274	114	388	203	98	301
Agusan.....	438	393	831	400	369	769	340	251	591	223	141	364	172	56	228	56	27	83
Albay.....	3,128	5,592	8,720	2,562	1,983	4,545	1,872	1,336	3,208	1,372	709	2,081	583	346	929	336	249	585
Antique.....	1,086	873	1,959	1,047	853	1,900	708	568	1,276	486	424	910	302	252	554	218	192	410
Bataan.....	808	641	1,449	768	639	1,407	535	375	910	411	267	678	251	137	388	171	100	271
Batanes.....	134	90	224	85	71	156	77	34	111	66	40	106	49	28	77	46	17	63
Batangas.....	2,290	1,664	3,954	2,317	1,628	3,945	1,326	891	2,217	1,126	604	1,730	652	418	1,070	594	313	907
Bohol.....	3,228	3,214	6,442	2,779	2,563	5,342	1,767	1,480	3,247	1,456	1,061	2,517	853	511	1,364	590	345	935
Bukidnon.....	570	403	973	469	317	786	398	239	637	122	68	190	58	22	80	43	27	70
Bulacan.....	5,020	4,182	9,202	2,505	1,964	4,469	1,732	1,183	2,915	1,099	678	1,777	820	400	1,220	704	275	979
Cagayan.....	2,709	2,379	5,088	2,228	1,907	4,135	1,551	1,164	2,715	935	652	1,587	670	399	1,069	502	340	842
Camarines Norte.....	675	406	1,081	586	423	1,009	466	270	736	325	173	498	178	81	259	104	50	154
Camarines Sur.....	2,078	1,569	3,647	1,840	1,330	3,170	1,412	862	2,274	1,024	589	1,613	544	303	847	413	206	619
Capiz.....	2,911	2,294	5,205	2,222	1,859	4,081	1,544	1,159	2,703	873	629	1,502	688	453	1,141	507	351	858
Cavite.....	1,451	1,235	2,686	1,313	1,024	2,337	1,074	810	1,884	708	514	1,222	480	344	824	371	273	644
Cebu.....	6,504	4,819	11,323	6,429	4,403	10,832	3,263	2,054	5,317	2,062	1,299	3,361	1,290	652	1,932	1,147	558	1,705
C. L. A. S. I.....																		
Cotabato.....	1,318	385	1,703	830	202	1,032	431	108	539	148	53	201	28	13	41	23	7	30
Davao.....	921	270	1,191	762	362	1,124	349	138	487	170	78	248	111	45	156	62	15	50
Ilocos Norte.....	1,717	1,709	3,426	1,382	1,373	2,755	1,225	1,148	2,373	853	590	1,443	385	371	756	362	22	84
Ilocos Sur.....	2,372	1,954	4,326	2,536	1,839	4,375	1,992	1,475	3,467	1,337	846	2,173	865	504	1,369	803	451	1,254
Iloilo.....	5,942	5,447	11,389	4,558	4,109	8,667	3,125	2,569	5,694	2,537	1,849	4,382	1,544	993	2,447	954	680	1,634
Isabela.....	2,070	1,658	3,728	1,898	1,467	3,365	1,154	813	1,967	879	580	1,414	554	308	862	375	193	568
Laguna.....	2,767	2,384	5,151	2,293	1,946	4,239	1,761	1,315	3,076	1,260	890	2,150	910	562	1,472	676	469	1,145
Lanao.....	1,030	352	1,382	951	226	1,177	559	114	673	273	86	359	116	42	158	48	16	64
Levite.....	5,097	5,008	10,105	3,729	3,773	7,502	2,303	2,034	4,337	1,366	1,214	2,580	913	625	1,538	504	377	881
Manila.....	4,529	3,937	8,466	3,673	3,280	6,953	3,213	2,598	5,811	2,779	2,028	4,807	2,466	1,569	4,035	1,676	1,157	2,833
Marinduque.....	680	536	1,216	541	514	1,055	396	269	665	304	186	490	178	130	308	103	86	193
Masbate.....	776	577	1,353	534	434	968	337	245	583	222	132	354	134	77	211	99	33	132
Mindoro.....	701	615	1,316	626	488	1,114	360	249	609	233	141	374	164	96	260	148	82	230
Misamis.....	2,328	2,169	4,497	1,754	1,751	3,505	1,132	1,054	2,186	588	500	1,088	325	274	600	301	229	530
Mountain.....	1,389	601	1,990	1,302	470	1,772	866	258	1,124	380	107	487	169	73	242	187	39	226
Nueva Ecija.....	4,199	3,585	7,784	3,129	2,464	5,593	2,339	1,644	3,983	1,541	873	2,414	904	473	1,377	685	353	1,088

Nueva Vizcaya.....	446	378	824	411	359	770	381	223	554	254	178	432	167	90	257	124	78	202
Occidental Negros.....	3,842	3,352	7,194	3,092	2,772	5,864	2,119	1,756	3,875	1,430	1,118	2,548	996	769	1,765	793	527	1,820
Oriental Negros.....	1,789	1,604	3,393	1,595	1,410	3,005	980	760	1,690	555	400	985	500	338	838	377	244	621
Palawan.....	857	555	1,412	745	1,464	1,209	488	267	755	317	148	465	181	95	276	133	42	175
Pampanga.....	3,016	2,361	5,377	2,221	1,533	3,754	1,533	809	2,342	1,078	495	1,573	807	338	1,145	563	233	796
Pangasinan.....	5,473	4,398	9,871	6,537	5,613	12,250	5,640	4,085	9,725	3,066	1,839	4,905	1,959	1,022	2,981	1,410	695	2,105
Philippine Nautical School.....																		
Philippine Normal School.....	56	42	98	60	62	122	49	63	112	51	50	101	33	37	70	43	30	73
P. S. A. T. ¹																		
Rizal.....	2,844	2,484	5,328	2,196	1,952	4,178	1,707	1,258	2,965	1,158	715	1,873	803	456	1,259	584	342	926
Romblon.....	851	638	1,489	789	559	1,378	489	379	868	331	174	505	229	99	328	158	86	244
Samar.....	2,613	2,166	4,779	3,160	2,693	5,853	2,346	1,824	4,170	1,380	1,062	2,442	797	481	1,278	424	293	717
Sorsogon.....	2,245	1,893	4,138	1,719	1,674	3,393	1,160	1,001	2,151	663	539	1,202	434	295	729	267	209	476
Sulu.....	1,321	547	1,868	777	302	1,079	487	141	628	224	48	272	53	17	70	34	12	46
Surigao.....	976	976	1,952	788	626	1,414	409	332	741	211	126	337	138	101	239	92	53	145
Tarlac.....	2,132	1,844	3,976	1,893	1,400	3,233	1,333	919	2,302	937	563	1,500	611	280	891	456	183	639
Tayabas.....	2,653	2,289	4,942	2,185	1,907	4,082	1,452	1,111	2,563	1,086	735	1,821	685	402	1,087	488	254	742
Union.....	2,045	1,514	3,559	1,922	1,481	3,403	1,819	1,216	3,035	1,303	721	2,024	780	427	1,207	602	280	382
Zambales.....	917	796	1,713	829	642	1,471	697	508	1,205	558	353	941	311	197	508	311	139	450
Zamboanga.....	1,376	1,049	2,425	954	685	1,650	515	328	843	354	121	475	213	104	317	135	45	180
Total.....	107,040	87,167	194,207	90,658	72,644	163,302	63,653	46,028	109,681	42,262	27,638	69,900	27,221	16,252	43,473	20,130	11,645	31,775

¹ Central Luzon Agricultural School.

² Philippine School of Arts and Trades.

No. 6.—Promotions of Pupils—Continued

Division	From Seventh Grade to First Year			From First Year to Second Year			From Second Year to Third Year			From Third Year to Fourth Year			Over Fourth Year			Grand Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Abra	188	91	249	82	30	112	48	14	62	26	6	32	13	4	17	2,997	1,900	4,897
Agusan	60	19	79	18	3	21	69	60	129	28	19	47	16	13	29	1,647	2,910	4,557
Albay	314	173	487	136	91	227	27	14	41	26	9	35	15	6	21	10,226	7,453	17,679
Antique	126	98	224	75	58	133	27	11	38	24	2	26	15	---	---	3,347	7,463	10,810
Bataan	120	73	193	56	34	90	27	11	38	24	2	26	15	---	---	3,186	2,269	5,455
Batanes	30	10	40	15	5	20	10	3	13	---	---	---	---	---	---	512	299	811
Batangas	525	200	725	196	64	260	113	38	151	50	13	63	45	15	60	9,234	5,848	15,082
Bohol	415	236	651	139	100	239	85	14	99	21	8	29	21	5	26	11,354	9,637	20,991
Bukidnon	35	8	43	33	---	33	---	---	---	---	---	---	---	---	---	1,748	1,084	2,832
Bulacan	443	235	678	91	40	131	78	26	104	43	16	59	26	8	34	12,561	9,007	21,568
Cagayan	319	144	463	136	72	208	84	34	118	44	9	53	29	17	46	9,207	7,117	16,324
Camarines Norte	89	42	131	58	24	82	28	12	40	15	2	17	---	---	---	2,524	1,483	4,007
Camarines Sur	283	143	426	145	75	220	105	51	156	52	18	70	31	8	39	7,937	5,154	13,091
Capiz	283	283	719	132	83	215	55	35	90	38	20	56	16	9	25	9,420	7,175	16,595
Cavite	334	233	567	103	66	169	69	27	96	25	23	48	32	13	45	5,960	4,562	10,522
Cebu	556	263	819	303	104	407	182	64	246	127	38	165	108	24	132	21,961	14,278	36,239
C. L. A. S. ¹	58	7	65	120	---	120	139	---	139	91	---	91	98	---	98	2,557	27	2,584
Cotabato	33	7	40	12	32	44	---	---	---	---	---	---	---	---	---	2,860	798	3,658
Davao	44	5	49	10	---	10	---	---	---	---	---	---	---	---	---	2,429	923	3,352
Ilocos Norte	263	196	459	281	217	498	235	88	323	150	80	230	113	49	162	6,966	6,091	13,057
Ilocos Sur	553	354	907	427	269	696	211	88	299	96	38	124	67	46	113	11,239	7,864	19,103
Iloilo	617	394	1,011	269	290	559	153	105	258	86	38	124	89	33	122	19,789	16,507	36,296
Isabela	253	103	356	153	70	223	77	15	92	31	6	37	43	5	48	7,487	5,173	12,660
Laguna	472	368	840	171	58	229	98	43	141	53	14	67	51	18	69	10,512	8,017	18,529
Lanao	37	23	60	20	5	25	16	1	17	---	---	---	---	---	---	3,050	865	3,915
Leyte	400	292	692	185	163	348	112	70	182	31	23	54	22	14	36	14,662	13,593	28,255
Manila	1,226	828	2,054	693	492	1,185	571	246	817	269	127	396	191	63	254	21,286	16,325	37,611
Marinduque	79	67	146	37	32	69	16	15	31	17	7	24	---	---	---	2,351	1,842	4,193
Masbate	50	30	80	16	8	24	17	4	21	---	---	---	---	---	---	2,385	1,541	3,926
Mindoro	118	54	172	36	15	51	25	9	34	9	2	11	---	---	---	2,420	1,751	4,171
Misamis	165	124	289	23	17	40	16	5	21	13	4	17	6	2	8	6,652	6,129	12,781
Mountain	138	40	178	87	34	121	51	15	66	32	5	37	13	2	15	4,614	1,644	6,258
Nueva Ecija	558	811	1,369	105	55	160	98	37	135	60	10	70	42	11	53	13,660	9,758	23,418
Nueva Vizcaya	63	167	230	64	49	113	37	17	54	17	5	22	4	---	4	1,959	3,399	5,358
Occidental Negros	511	363	874	165	96	261	62	32	94	56	25	81	24	16	40	13,090	10,826	23,916

Oriental Negros	272	181	453	110	51	161	66	20	36	25	10	35	15	9	24	6,264	5,027	11,291
Palawan	74	34	108	28	6	34	21	4	25	13	3	16	43	12	55	2,857	1,618	4,475
Pampanga	431	147	578	250	84	334	119	28	147	72	20	92	80	27	107	10,133	6,060	16,193
Pangasinan	841	407	1,248	456	281	737	263	84	347	127	50	177	80	27	107	25,952	18,501	44,453
Philippine Nautical School										20		20	28		28	48		48
Philippine Normal School	41	19	60	102	168	270	60	117	177	82	82	164	46	74	120	623	744	1,367
P. S. A. T. ²	52		52	184		184	104		104	87		87	43		43	510		510
Rizal	427	223	650	202	76	278	113	24	137	43	10	53	40	13	53	10,117	7,583	17,700
Romblon	111	57	168	60	24	84	13	5	18	11	5	16	14	2	16	3,056	2,058	5,114
Samar	315	181	496	156	58	214	85	6	91	45	4	49	29		29	11,350	8,768	20,118
Sorsogon	167	124	291	71	30	101	29	10	39	30	6	36	9	2	11	6,794	5,783	12,577
Sulu	40	6	46	17	5	22										2,953	1,078	4,031
Surigao	55	29	84	24	10	34	9	5	14							2,702	2,258	4,960
Tarlac	279	131	410	172	59	231	148	35	183	64	12	76	51	8	59	8,126	5,434	13,560
Tayabas	334	161	495	104	51	155	69	27	96	27	15	42	23	7	35	9,111	6,959	16,070
Union	438	196	634	231	85	316	165	61	226	78	30	108	49	25	74	9,432	6,036	15,468
Zambales	207	115	322	69	39	108	43	11	54	29	4	33	24	2	26	3,995	2,836	6,831
Zamboanga	94	44	138	61	24	85	27	11	38	19	3	22				3,758	2,415	6,173
Total	14,110	7,877	21,987	6,859	3,773	10,662	4,248	1,641	5,839	2,299	821	3,120	1,629	562	2,191	380,139	276,048	656,187

¹ Central Luzon Agricultural School.

² Philippine School of Arts and Trades.

When compared with statistics for the school year 1921-22, the figures in Table 6 show the following increases and decreases in the number of pupils promoted from each grade:

Item	Primary				Intermediate				Secondary			
	Grade				Grade				Year			
	First	Second	Third	Fourth	Fifth	Sixth	Seventh		First	Second	Third	Fourth
In number of pupils promoted, increase (+); decrease (-)	-22,311	+8,271	+8,878	+6,135	+3,779	+3,307	+2,290		+2,500	+1,192	+293	+355
Percentage of increase (+); of decrease (-)	-10	5	9	10	10	12	12		31	48	35	19

No. 7.—Percentages of Pupils Promoted

A table showing, by divisions and for the Islands, the percentages, by grades and by sexes, of pupils promoted, based on annual enrolment and on the number of pupils examined, for the school years 1921-22 and 1922-23.

Division	All Grades			First Grade			Second Grade			Third Grade											
	1922-23			1922-23			1921-22			1922-23			1921-22								
	Percentage Based On—			Percentage Based On—			Percentage Based On—			Percentage Based On—			Percentage Based On—								
	Annual Enrol-ment		Number of Pupils Examined	Annual Enrol-ment		Num-ber of Pupils Examined	Annual Enrol-ment		Num-ber of Pupils Examined	Annual Enrol-ment		Num-ber of Pupils Examined	Annual Enrol-ment		Num-ber of Pupils Examined						
	Boys	Girls		Total	Boys		Girls	Total		Boys	Girls		Total	Boys		Girls	Total				
																		Boys	Girls	Total	Boys
Isabela	86	87	86	92	93	92	87	88	98	99	84	83	89	88	93	94	86	88	96	93	96
Philippine Naval School	81	81	100																		
Manila	78	78	86	86	86	100	81	83	89	95	74	75	81	83	86	88	80	81	88	89	87
Bataan	76	77	76	84	86	85	72	73	80	82	68	70	76	78	82	85	83	78	80	81	87
Camarines Norte	77	75	76	86	85	86	76	73	86	84											
Philippine Normal School	72	78	75	81	85	83	62	62	71	74	84	80	85	87	70	95	78	98	88	93	96
Nueva Ecija	75	73	74	84	83	83	68	69	77	78	78	46	56	59	88	92	88	85	88	88	87
Bulacan	73	71	81	83	82	86	77	78	81	35	38	48	51	77	77	86	87	85	86	71	72
Iloilo	68	72	70	78	82	80	64	68	71	76	50	51	60	60	74	78	87	84	85	68	70
Romblon	69	69	79	80	79	62	62	74	74	57	69	69	71	73	74	83	86	63	70	72	82
Rizal	66	68	67	76	79	78	62	64	74	76	61	60	71	70	69	74	77	83	72	74	79
Abra	63	69	68	71	73	72	62	63	69	69	57	56	66	65	64	69	71	75	61	69	82
Laguna	65	67	68	76	78	80	57	63	71	93	63	70	76	65	67	74	77	63	68	75	80
Sorsogon	63	69	68	80	81	83	64	68	74	78	45	49	59	61	71	83	83	75	81	83	83
Samar	64	66	65	83	84	83	61	64	83	84	62	62	81	84	78	83	87	83	89	77	80
Tarlac	65	65	74	75	74	74	62	61	72	73	59	57	69	69	74	69	84	81	70	68	78
Albay	63	66	64	76	79	77	59	62	73	77	63	63	76	79	69	71	86	78	82	86	83
Union	64	64	64	70	72	71	64	65	72	77	67	72	75	74	72	75	79	84	72	74	77
Batanes	61	68	63	72	73	74	52	58	67	74	41	46	56	55	67	80	89	57	84	79	86
Batangas	62	65	63	75	77	76	56	55	70	73	45	53	64	70	66	77	78	80	60	65	71

Cagayan.....	63	64	63	73	75	75	60	61	72	72	61	63	72	74	70	70	80	83	74	77	85	86	75	70	82	82	71	76	86	89	
C. I. A. S. ²	61	75	62	84	90	84	56	57	68	75	52	49	63	61	78	77	73	74	84	82	74	74	64	58	72	73	64	70	68	77	
Pampanga.....	63	60	62	74	75	74	56	57	68	75	52	49	63	61	78	77	73	74	84	82	74	74	64	58	72	73	64	70	68	77	
Pangasinan.....	63	61	62	67	67	58	57	61	68	75	61	62	61	66	67	63	71	81	85	79	77	79	74	64	58	72	73	62	82	78	81
Camarines Sur ¹	64	66	65	79	81	80	61	64	77	79	79	79	79	79	79	79	79	79	79	79	79	79	79	79	79	79	79	79	79	79	79
Ilocos Sur.....	59	65	61	67	72	69	49	56	57	64	50	52	55	58	59	66	66	73	57	66	62	77	63	68	71	76	63	66	69	72	
Nueva Vizcaya.....	60	60	60	77	79	78	53	54	68	81	84	49	50	76	79	60	63	64	68	69	71	80	63	61	78	79	65	66	77	78	
Occidental Negros.....	60	60	60	75	76	75	52	52	68	68	68	54	66	71	65	68	78	83	68	69	71	80	63	61	78	79	65	66	77	78	
P. S. A. T. ³	58	58	57	69	70	69	47	49	57	62	40	45	52	58	64	70	75	82	58	65	67	73	56	57	70	67	53	55	61	65	
Tayabas.....	55	58	57	69	70	69	47	49	57	62	40	45	52	58	64	70	75	82	58	65	67	73	56	57	70	67	53	55	61	65	
Capiz.....	56	57	56	69	70	69	52	53	67	67	48	50	60	63	61	64	74	77	66	68	73	80	50	57	65	71	59	64	72	76	
Cavite.....	55	57	56	65	68	66	51	52	60	63	47	52	62	66	63	64	65	68	61	66	75	79	58	44	64	64	63	73	80	80	
Zambales.....	56	56	56	67	66	67	42	44	49	53	43	51	49	65	67	72	76	66	69	71	77	63	62	73	58	68	76	73	97	97	
Levite.....	52	58	55	69	72	70	45	52	62	66	47	53	65	69	59	61	75	82	61	65	76	81	55	59	73	76	58	61	78	79	
Maabate ⁴	53	55	54	66	68	67	49	49	55	54	54	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	44	
Palawan.....	53	55	54	64	64	64	44	44	44	46	42	42	46	43	69	72	76	80	76	75	72	71	68	67	83	75	74	76	72	72	
Bohol.....	50	54	52	65	68	66	42	47	54	59	47	51	57	60	53	59	67	71	61	67	71	76	50	55	67	71	59	60	69	71	
Cebu.....	51	52	52	63	65	64	53	52	63	65	62	61	72	73	61	65	73	79	71	76	81	83	46	46	59	57	70	70	82	81	
Marinduque.....	49	54	52	59	64	61	44	48	52	56	47	50	53	61	52	63	69	68	55	57	62	67	52	51	64	62	54	64	66	66	
Lanao.....	50	53	51	62	64	62	43	46	53	56	48	40	60	49	62	63	69	68	65	67	76	70	56	51	67	82	69	75	74	75	
Oriental Negros.....	51	51	51	65	66	65	41	43	55	56	48	38	38	40	57	63	62	76	79	83	80	90	89	51	52	66	67	58	59	85	88
Antique.....	46	52	48	67	72	69	39	45	59	64	41	44	52	59	52	61	71	80	51	61	62	76	45	51	68	73	51	61	66	76	
Mindoro.....	48	49	48	58	61	59	36	39	44	49	42	43	55	57	61	64	69	74	63	69	72	78	60	62	69	77	55	63	74	74	
Misami.....	48	48	48	59	60	60	39	40	49	50	40	46	52	57	55	57	65	69	59	61	70	71	56	58	70	74	58	64	69	78	
Bukidnon.....	46	47	46	56	55	56	39	41	46	48	31	30	37	37	51	54	62	63	52	63	63	63	53	56	67	64	50	60	53	59	
Zamboanga.....	44	47	45	59	59	59	33	38	46	51	33	34	42	42	51	58	67	71	51	61	62	68	51	63	71	68	55	65	65	83	
Ilocos Norte.....	40	46	43	52	57	54	43	49	55	64	63	67	74	78	37	44	51	57	74	78	77	74	38	45	51	56	58	68	68	88	
Mountain.....	40	40	40	49	49	49	31	29	36	36	30	47	37	46	50	59	55	59	52	50	59	55	59	57	56	57	50	52	62	58	58
Sulu.....	40	34	38	46	38	44	33	27	37	29	29	37	32	44	55	48	60	54	53	47	54	53	50	54	56	59	53	73	73	73	
Cotabato.....	37	36	37	57	44	46	35	31	42	37	34	21	43	35	44	45	48	54	56	56	65	73	47	50	57	59	55	63	66	76	
Davao.....	38	33	37	47	39	45	28	17	38	22	45	50	59	64	51	51	54	53	62	66	70	69	56	55	63	60	66	81	78	82	
Surigao.....	36	36	36	50	49	50	20	41	43	29	30	44	45	51	50	53	61	49	49	49	62	42	42	42	42	42	54	56	40	56	54
Agusan.....	36	35	35	45	43	44	27	28	34	34	34	52	44	52	46	53	53	56	72	78	61	65	40	38	48	41	53	54	47	50	
Camarines.....	36	35	35	45	43	44	27	28	34	34	52	44	52	46	53	53	56	72	78	61	65	40	38	48	41	53	54	47	50	54	
Total.....	59	61	60	70	72	71	52	54	63	66	51	53	63	65	64	67	74	78	68	71	75	79	62	63	74	76	67	70	75	79	

¹ Included with Camarines, school year 1921-22. ² Central Luzon Agricultural School. ³ Philippine School of Arts and Trades. ⁴ Included with Sorsogon, school year 1921-22.

No. 7.—Percentages of Pupils Promoted—Continued

Division	Fourth Grade				Fifth Grade				Sixth Grade				Seventh Grade			
	1922-23		1921-22		1922-23		1921-22		1922-23		1921-22		1922-23		1921-22	
	Percentage Based On—		Percentage Based On—		Percentage Based On—		Percentage Based On—		Percentage Based On—		Percentage Based On—		Percentage Based On—		Percentage Based On—	
	Num- ber of Enrol- ment Exam- ined	Num- ber of Enrol- ment Exam- ined	Num- ber of Enrol- ment Exam- ined	Num- ber of Enrol- ment Exam- ined	Num- ber of Enrol- ment Exam- ined	Num- ber of Enrol- ment Exam- ined	Num- ber of Enrol- ment Exam- ined	Num- ber of Enrol- ment Exam- ined	Num- ber of Enrol- ment Exam- ined	Num- ber of Enrol- ment Exam- ined	Num- ber of Enrol- ment Exam- ined	Num- ber of Enrol- ment Exam- ined	Num- ber of Enrol- ment Exam- ined	Num- ber of Enrol- ment Exam- ined	Num- ber of Enrol- ment Exam- ined	Num- ber of Enrol- ment Exam- ined
Isabela	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Philippine Nautical School	84	83	93	94	83	83	89	91	78	79	91	89	85	78	96	86
Manila	78	74	84	89	80	82	85	89	79	73	90	87	67	73	76	80
Bataan	69	79	80	82	73	70	79	81	71	70	81	79	69	71	82	78
Camarines Norte	70	62	79	63					87	79	91	84				
Philippine Normal School	67	74	73	76	85	94	88	100	66	73	73	79	49	57	52	63
Nueva Ecija	73	73	82	79	65	65	74	74	74	72	83	83	71	70	81	82
Bulacan	66	65	77	74	53	53	64	65	69	70	82	82	58	61	77	81
Iloilo	73	72	82	84	62	62	69	70	69	71	80	83	64	68	77	77
Romblon	66	58	74	68	54	52	70	65	70	70	82	80	60	66	70	74
Rizal	57	58	65	70	57	61	63	68	73	69	83	79	69	75	77	80
Abra	55	73	60	80	53	68	66	73	63	62	75	65	46	63	57	68
Laguna	63	64	72	74	61	64	75	76	73	83	82	69	73	82	84	79
Sorsogon	62	68	74	72	60	66	69	69	79	85	92	90	84	76	84	90
Samar	64	68	75	72	61	60	71	68	73	67	88	77	62	64	82	74
Tarlac	64	59	71	67	65	59	74	68	57	54	64	65	64	63	73	69
Albay	58	56	69	71	60	38	65	70	62	71	68	73	57	60	67	69
Union	61	58	67	63	63	66	70	71	47	50	55	56	48	44	53	48
Batanes	53	80	67	86	91	63	92	61	63	62	61	73	85	94	58	62
Batangas	63	62	73	65	50	54	54	58	68	70	71	76	45	41	52	46
Cagayan	55	58	67	67	69	68	79	80	60	61	69	68	71	72	86	83
C. L. A. S. ²									80	72	74	81	59	71	65	100
Pampanga	65	59	71	68	61	68	63		73	75	86	86	75	77	84	88
Panaskan	56	49	59	54	70	64	70	64	59	64	66	61	66	62	72	68
Camarines Sur ¹	60	61	74	75					62	67	76		70	76	83	85

Ilocos Sur.....	60	62	66	69	63	66	70	72	59	64	69	68	70	76	84	82	86	71	78	76	82	79	80	82	71	80	76	81			
Nueva Vizcaya.....	64	64	77	77	57	56	66	77	56	55	71	57	62	69	74	69	71	77	80	78	77	83	73	75	89	80	74	72	80		
Occidental Negros.....	54	53	67	66	57	56	66	67	64	66	81	80	64	64	78	78	90	91	76	79	87	86	75	89	89	76	74	59	91		
P. S. A. T. ¹	55	56	67	65	40	39	47	43	60	69	74	79	40	46	51	58	72	77	85	89	50	58	62	69	69	72	80	73	77	85	
Tayabas.....	53	43	52	42	53	55	63	64	57	55	70	67	56	61	67	61	63	75	75	80	65	69	69	76	75	71	84	78	61	65	
Capiz.....	50	49	58	51	55	54	62	65	59	64	68	73	68	70	69	75	78	84	83	79	79	86	88	70	77	78	83	69	72	75	
Zambales.....	55	57	67	72	47	47	52	53	61	65	77	83	62	61	71	67	69	66	84	80	60	71	68	78	72	65	88	79	76	71	
Leyte.....	52	53	65	65	56	61	71	74	61	58	80	71	62	69	80	84	70	68	72	79	84	90	70	64	77	69	88	85	81	82	
Masbate ¹	52	48	56	52	.....	.....	.....	.....	64	63	76	72	.....	.....	.....	59	59	71	69	.....	.....	63	73	71	83	.....	.....	.....	.....	.....	
Palawan.....	56	56	68	66	60	65	63	66	66	59	80	72	91	57	50	65	49	56	70	68	81	58	67	60	69	55	72	68	74	50	50
Bohol.....	56	61	72	77	56	59	65	72	62	62	79	76	66	66	77	73	65	69	80	81	71	68	77	74	61	60	73	70	63	63	
Cebu.....	39	42	50	51	63	63	76	73	43	43	58	55	58	62	66	68	54	58	72	71	67	66	75	73	45	41	56	49	78	74	
Marinduque.....	50	52	64	62	43	39	52	45	45	51	57	60	29	32	33	36	61	68	81	82	39	30	42	45	64	63	71	81	55	47	
Lanao.....	48	66	60	78	60	72	61	91	48	58	65	79	69	69	84	83	80	65	86	79	88	67	94	72	75	86	84	96	76	95	
Oriental Negros.....	42	41	54	57	53	49	76	70	62	66	78	84	60	61	81	80	66	66	80	76	69	66	83	81	67	73	76	78	74	95	
Antique.....	45	53	63	68	49	63	59	70	47	51	75	72	40	47	55	58	59	59	73	77	53	60	63	65	44	53	61	62	54	54	
Mindoro.....	51	47	60	58	73	73	80	84	47	48	62	57	74	72	89	81	56	61	69	76	78	83	86	92	58	66	70	77	83	81	
Misamis.....	46	41	56	56	58	58	71	71	47	47	59	60	66	61	80	81	76	71	87	78	78	88	86	65	64	75	75	65	74	88	
Bukidnon.....	31	37	44	47	40	51	48	52	47	35	73	54	47	49	78	53	69	59	88	69	69	74	92	83	73	42	83	47	80	94	
Zamboanga.....	55	38	69	42	45	49	55	58	56	56	74	71	55	53	66	68	76	57	94	68	76	72	86	86	54	71	73	85	80	90	
Ilocos Norte.....	38	38	48	48	54	53	62	69	32	45	41	51	68	55	85	71	42	48	52	79	80	86	89	39	43	43	48	79	84	80	
Mountain.....	36	45	46	54	40	48	48	54	50	73	64	86	57	50	70	53	67	63	75	70	69	54	82	63	75	77	85	85	71	88	
Sulu.....	45	51	57	59	36	60	46	67	43	53	60	88	49	47	76	66	50	92	57	100	82	89	82	100	69	55	78	75	67	80	
Cotabato.....	28	38	35	46	46	48	61	52	27	40	47	47	57	62	71	72	32	50	43	60	65	100	76	100	46	41	58	44	71	100	
Davao.....	38	48	43	51	46	46	58	53	48	90	50	92	49	48	68	62	76	76	79	81	74	60	89	75	69	100	81	100	76	88	
Surigao.....	33	26	41	34	32	30	46	40	48	49	58	57	62	60	75	65	56	51	65	57	47	43	59	54	51	42	59	52	44	68	
Agusan.....	34	32	42	41	53	49	45	41	47	45	66	58	49	70	63	53	63	60	61	70	87	84	79	75	71	80	76	83	77	94	
Camarines.....	.....	.....	.....	.....	65	71	71	75	.....	.....	.....	70	73	79	79	.....	.....	.....	.....	.....	.....	85	85	.....	.....	.....	77	89	82	94	
Total.....	56	56	66	67	60	60	68	69	60	62	73	73	61	62	72	72	69	72	79	80	69	72	77	80	66	67	76	74	69	71	78

¹ Included with Camarines, school year 1921-22. ² Central Luzon Agricultural School. ³ Philippine School of Arts and Trades. ⁴ Included with Sorsogon, school year 1921-22.

Ilocos Sur	66	72	81	78	44	52	56	77	60	72	75	84	85	62	77	69	84	60	63	68	69	73	97	75	98	75	84	80	90	89	85	92	85
Nueva Vizcaya	64	73	80	77	60	55	77	60	63	74	77	77	56	41	69	50	77	100	77	100	63	67	63	67	50	100	50	78	78	75	93	100	
Occidental Negros	66	70	74	74	46	64	62	77	57	94	95	100	73	71	72	76	93	96	98	100	77	94	74	100	100	100	100	100	100	91	89	97	100
P. S. A. T. ³	58	58	82	65	65	65	65	65	53	53	60	60	73	89	89	84	84	84	88	88	61	75	84	75	84	84	84	65	65	77	77		
Tayabas	58	55	63	62	56	66	66	77	75	73	81	84	72	65	82	69	51	71	63	79	72	75	84	75	78	88	82	88	70	67	77		
Capiz	66	62	73	70	57	59	67	71	80	81	93	90	77	77	82	91	84	91	92	100	82	91	95	100	80	90	94	90	96	90	100		
Cavite	54	67	65	75	46	64	61	75	80	83	88	96	66	70	70	71	68	85	78	85	79	83	80	97	100	90	90	90	86	95	86		
Zambales	52	53	72	76	72	60	79	62	78	58	90	78	67	50	73	60	83	67	93	100	77	100	81	100	86	87	92	100	82	100	93	100	
Leyte	62	55	72	59	69	75	77	82	78	70	86	74	91	88	93	90	63	96	70	100	77	68	90	77	76	93	85	93	83	100	93	100	
Masbate ⁴	43	57	57	73				81	80	100	100																						
Palawan	29	46	37	50	45	94	48	94	57	57	93	90	57	100	65	100	76	75	87	100	67		73										
Bohol	48	68	57	74	44	31	59	65	87	93	100	100	52	67	61	100	75	100	81	100	78	83	82	83	88	83	88	83	89	33	89	33	
Cebu	42	30	51	34	52	57	62	64	65	61	74	67	80	77	87	87	64	73	86	80	69	88	76	88	96	92	92	87	77	91	78		
Marinduque	46	56	61	60	65	75	72	84	71	84	71	84	95	72	95	81	81	78	89	88													
Lanao	57	31	77	100	64	25	80	75	80	20	89	100																					
Oriental Negros	44	47	54	53	53	63	69	69	75	65	80	74	89	80	100	83	63	67	71	100	81	100	87	100	100	100	100	90	90	93	100	96	100
Antique	43	48	53	51	45	61	53	68	47	52	53	54	72	77	73	77	49	100	67	100	43	89	44	89	75	75	86	62	100	67	100	100	
Mindoro	56	55	68	60	71	76	76	100	69	82	76	100	89	60	94	75	56	100	75	100	80	89	70	67	67	100	86	100	64	67	78	67	
Misamis	44	46	53	61	36	50	39	62	76	71	84	83	53	67	61	67	76	80	87	100	64	67	70	67	67	100	86	100	64	67	78	67	
Bukidnon	85			94																													
Zamboanga	70	92	80	96	61	79	75	94	68	73	77	80	78	75	95	75	90	100	90	100	85		85										
Ilocos Norte	46	47	50	50	74	62	80	70	73	54	77	56	76	75	80	87	66	85	69	87	65	73	72	81	85	84	88	88	85	100	97	100	
Mountain	56	77	66	83	62	90	78	90	49	66	67	71	67	100	77	100	76	100	82	100	87	100	93	100	87	67	100	100	94	67	100	100	
Sulu	71	100	77	100	38	53	50	83																									
Cotabato	60		71																														
Davao	63	63	100	100																													
Surigao	50	43	56	48	21	37	28	50	90	83	90	83	50	40	50	67																	
Agusan	69	100	86	100	60	85	33	61																									
Camarines					61	76	66	81																									
Total	56	60	66	67	57	61	67	69	74	73	83	81	69	74	79	83	74	81	82	88	74	79	82	86	83	88	91	94	83	90	90	93	

¹ Included with Camarines, school year 1921-22. ² Central Luzon Agricultural School. ³ Philippine School of Arts and Trades. ⁴ Included with Sorsogon, school year 1921-22.

In Table 7, divisions are listed according to the percentages of pupils (of all grades) promoted, the percentages being figured on the basis of annual enrolment.

When compared with statistics for the previous year, the figures in Table 7 show (1) that there were increases in percentages of promotions in the first grade elementary and in the second and third years secondary; (2) that 21 divisions reported higher percentages of promotions; and (3) that 26 divisions reported lower percentages of promotions.

No. 8.—*The Average Number of Pupils per Teacher*

A table showing, by divisions and for the Islands, the average number of pupils per teacher, based on the monthly enrollment for September, 1923.

Division	Primary			Intermediate			Secondary			Total		
	Number of Pupils	Number of Teachers	Number of Pupils per Teacher	Number of Teachers	Number of Pupils	Number of Pupils per Teacher	Number of Teachers	Number of Pupils	Number of Pupils per Teacher	Number of Teachers	Number of Pupils	Number of Pupils per Teacher
Abra	6,008	142	42	1,421	39	36	548	13	42	7,977	194	41
Agusan	7,300	165	44	783	30	26	99	2	50	8,182	197	42
Albay	23,410	450	52	3,296	110	30	822	21	39	27,528	581	47
Antique	10,574	296	36	2,003	99	20	437	12	36	13,014	407	32
Bataan	5,417	109	50	1,327	43	31	311	8	39	7,055	160	44
Batanes	982	32	31	233	12	19	59	2	29	1,274	46	28
Batangas	19,565	495	40	3,745	204	18	874	21	42	24,184	720	34
Bohol	34,356	739	46	5,034	167	30	958	16	60	40,348	922	44
Bukidnon	5,000	111	45	376	17	22	66	2	33	5,442	130	42
Bulacan	25,948	501	52	3,858	137	28	654	16	41	30,460	654	47
Cagayan	19,169	482	40	3,752	115	33	698	14	50	23,619	611	39
Camarines Norte	4,887	99	49	925	27	34	260	5	52	6,072	131	46
Camarines Sur	14,475	293	49	2,617	89	29	732	16	46	17,824	398	45
Capiz	24,306	628	46	4,070	195	21	685	15	46	29,061	738	39
Cavite	14,944	320	47	2,815	107	26	647	17	38	18,405	444	41
Cebu	53,794	1,171	46	8,217	296	28	1,819	39	47	63,830	1,506	42
C. L. A. S. ²				134	4	34	612	15	41	746	19	39
Cotabato	7,776	197	39	417	14	30	28	1	28	8,221	212	39
Davao	7,988	180	44	524	24	22	44	1	44	8,556	205	42
Ilocos Norte	21,384	493	43	4,209	137	31	1,958	43	46	27,551	673	41
Ilocos Sur	22,037	475	46	5,122	180	28	1,911	42	46	29,070	697	42
Iloilo	42,123	820	51	7,919	263	30	1,973	40	49	52,015	1,123	46
Isabela	11,587	232	50	2,784	67	42	720	12	60	15,091	311	49
Laguna	22,977	484	47	4,771	197	24	920	19	48	28,668	700	41
Lanao	5,915	145	41	621	27	23	106	4	27	6,642	176	38
LeYTE	51,254	947	54	5,987	202	30	1,016	29	35	53,257	1,178	49
Manila	34,044	784	43	13,080	366	36	4,973	119	42	52,097	1,269	41
Marinduque	6,709	130	52	1,281	37	35	245	6	41	8,293	173	48
Masbate	6,159	131	47	1,760	23	33	117	5	23	7,036	159	44
Mindoro	6,612	181	37	1,108	58	19	182	6	30	7,902	245	32

Misamis	23,704	461	51	2,441	78	31	186	5	37	25,331	544	48
Mountain	8,915	298	30	1,020	43	24	396	14	28	10,331	355	29
Nueva Ecija ¹	26,063	529	49	4,718	134	35	914	18	51	31,695	681	47
Nueva Vizcaya	3,420	90	38	968	30	32	371	9	41	4,759	129	37
Occidental Negros	32,911	584	56	5,668	170	33	721	15	48	39,290	769	51
Oriental Negros	16,525	421	39	2,680	101	27	638	17	38	19,843	539	37
Palawan	6,598	176	37	795	34	23	175	6	29	7,568	216	35
Pampanga	20,931	440	48	3,248	124	26	990	25	40	25,169	589	43
Pangasinan	58,224	1,111	52	11,804	408	29	2,709	64	42	72,737	1,583	46
Philippine Nautical School							46	3	15		3	15
Philippine Normal School	532	14	38	260	7	37	1,236	36	34	2,028	57	36
P. S. A. T. ⁴				73	1	73	624	30	21	697	31	22
Rizal	20,537	452	45	3,778	139	27	780	15	52	25,095	606	41
Romblon	6,276	154	41	1,113	45	25	267	11	24	7,656	210	36
Samar	21,192	488	43	3,572	109	33	658	17	39	25,422	614	41
Sorsogon	14,827	315	47	2,425	69	35	432	8	54	17,684	392	45
Sulu	9,213	207	45	835	16	21	43	3	14	9,691	226	43
Surigao	12,804	241	53	938	30	31	156	4	39	13,898	275	51
Tarlac	16,072	390	41	3,421	102	34	954	22	43	20,447	514	40
Tayabas	25,087	534	47	3,985	155	26	517	11	47	29,589	700	42
Union	17,665	383	46	5,347	162	33	1,361	28	49	24,373	573	43
Zambales	8,754	209	42	1,754	57	31	311	8	39	10,819	274	39
Zamboanga	11,683	273	43	1,266	47	27	225	5	45	13,174	325	41
Total	878,733	18,902	46	154,788	5,347	29	39,184	935	42	1,072,705	25,184	43

¹ Second-year students were on vacation in September, 1923; therefore, October, 1923, enrolment is given.

² Central Luzon Agricultural School.

³ Fourth-year students were out of school in September, 1923; therefore, October, 1923, enrolment is given.

⁴ Philippine School of Arts and Trades.

In September, 1922, the average number of pupils per teacher in the primary grades was 47; in the intermediate grades, 29; and in the secondary schools, 40.

No. 9.—*Classification of Teachers*

A table showing, by divisions and for the Islands, the number of American, Insular, provincial, and municipal teachers on duty at the close of the school year 1922-23.

Division	American										Filipino Insular															
	Primary		Intermediate		Secondary		Academic Supervisors		Industrial Supervisors		Total		Primary		Intermediate		Secondary		Academic Supervisors		Industrial Supervisors		Total			
	Men		Women		Men		Women		Men		Women		Men		Women		Men		Women		Men		Women			
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women		
Abra. Agusan. Albay. Antique. Bataan. Batanes. Batangas. Bohol. Bukidnon. Bulacan. Cagayan. Camarines Norte. Camarines Sur. Capiz. Cavite. Cebu. C. L. A. S. Cotabato. Davao. General Office. Ilocos Norte. Ilocos Sur. Iloilo. Isabela. Laguna.																										

Lanao	1	1	2	3	1	4	1	2	11	5	1	1	2	2															
Leyte	5	2	3	6	1	4	3	15	2	1	1	1	16	8															
Manila	10	33	2	5	55	7	1	9	13	5	1	1	3	30															
Marinduque	1	1	1	2	1	1	1	2	1	1	1	1	3	10															
Masbate	1	1		1				2					7	7															
Mindoro																													
Misamis	2	2		3	3	4	3	6	1	5	1	1	7	20															
Mountain	3	3	1	7	7			6	3	1	1	1	10	25															
Nueva Ecija	1	3	1	4	3	5	2	2	3	3	1	1	9	12															
Nueva Vizcaya	3	3		3	3	3		3	3	8	3	1	11	26															
Occidental Negros													9	9															
Oriental Negros	1	4		1	4	5		18	7	4	2	1	14	39															
Palawan	1	3		4	4	4	1	5	2	7	5	1	26	34															
Pampanga	1	5		2	7	9	8	11	2	4	1	1	5	25															
Pangasinan	1	2		7	7	16	1	7	4	9	1	1	9	36															
Philippine Nautical School	1	7		9	9			30	6	13	7	2	24	71															
Philippine Normal School				1	1	2								1	1														
P. S. A. T. ?	4	4		1	25	25	1	3	2	6	9			12	30														
Rizal	2	3	1	5	6	5	3	20	4	1	1	1	1	25	26														
Romblon				2	3	5		8	5	8	1	1	8	23	34														
Samar								1	5	1	1	1	6	16	18														
Sorsogon	3	3		3	3	6		12	7	9	1	1	2	41	50														
Sulu	1	1	1	1	1	2	1	9	2	2	1	1	7	20	23														
Surigao	3	3	3	1	4			1	1	1	1	1	10	22	27														
Tarlac	1	1	1	2	2	2	3	6	5	1	1	1	10	29	32														
Tayabas	3	4		3	4	7	4	9	1	4	2	1	1	3	3														
Union	3	1		3	1	4	1	7	7	8	1	1	12	30	39														
Zambales	2	5		2	5	7	3	13	2	8	2	1	1	32	37														
Zamboanga								7	2	7	1	1	9	29	31														
Total	3	16	1	17	96	161	3	1	2	29	1	130	200	330	59	18	372	163	285	112	38	4	52	41	402	5	1,208	343	1,551

¹ Central Luzon Agricultural School.

² Philippine School of Arts and Trades.

	64	13	101	42	52	15	4	9	1	230	71	301	10,320	7,921	2,950	1,258	27	18	2	4	6	2	43	3	13,348	9,206	22,554	14,916	9,820	24,736
Mindoro.....	2	3	9	4	6	1																								
Misamis.....																														
Mountain.....	1	1	1																											
Nueva Ecija.....	7	1	10	4	4	1																								
Nueva Vizcaya.....	2																													
Oce. Negros.....	1	1	1																											
Oriental Negros.....	4	1	2	2	1																									
Palawan.....			7	5	12	130	41																							
Pampanga.....			7	4	1																									
Pangasinan.....	2																													
Philippine Naval School.....																														
P. N. S. ²																														
P. S. A. T. ³																														
Rizal.....	6	3	2																											
Romblon.....																														
Samar.....																														
Sorsogon.....	10	1	1																											
Sulu.....																														
Surigao.....	3																													
Tarlac.....			2																											
Tayabas.....																														
Union.....	2																													
Zambales.....																														
Zamboanga.....	3	1	5	2																										
Total.....	64	13	101	42	52	15	4	9	1	230	71	301	10,320	7,921	2,950	1,258	27	18	2	4	6	2	43	3	13,348	9,206	22,554	14,916	9,820	24,736

¹ Central Luzon Agricultural School.² Philippine Normal School.³ Philippine School of Arts and Trades.

When compared with statistics for March, 1922, the figures in Table 9 show (1) an increase of 719 in the total number of teachers; (2) an increase of 721 in the number of Filipino municipal teachers; (3) a decrease of 1 in the number of Filipino provincial teachers; (4) an increase of 16 in the number of Filipino Insular teachers; (5) a decrease of 17 in the number of American teachers; (6) an increase of 594 in the number of Filipino teachers (of all classes) assigned to elementary schools; (7) an increase of 93 in the number of Filipino Insular teachers assigned to secondary schools; (8) a decrease of 12 in the number of American teachers assigned to secondary schools; (9) an increase of 14 in the number of Filipino supervising teachers; and (10) a decrease of 6 in the number of American supervising teachers.

The rate of increase in the total number of teachers was 3 per cent; in the number of Filipino municipal teachers, 4 per cent; in the number of Filipino Insular teachers, 1 per cent; in the number of Filipino teachers (of all classes) assigned to elementary schools, 3 per cent; in the number of Filipino Insular teachers assigned to secondary schools, 31 per cent; in the number of Filipino supervising teachers, 3 per cent.

The rate of decrease in the number of Filipino provincial teachers was .3 per cent; in the number of American teachers, 5 per cent; in the number of American teachers assigned to secondary schools, 4 per cent; in the number of American supervising teachers, 17 per cent.

No. 10.—Attainments of Filipino Teachers

A table showing, by divisions and for the Islands, the scholastic attainments of all Filipino teachers employed during the school year 1922-23.

Division	Attainments					Examinations													
	Under Second Year	Percentage Under Second Year	Second Year	Third Year	Fourth Year	High-School Graduates	Philippine School of Arts and Trades	Philippine Normal School Graduates	A. B. University of the Philippines	High-School Teachers Certificates	B. S. in Education, University of the Philippines	United States Normal Graduates	Bachelor's Degree, United States	All Others	Total	Qualified Any Teacher Examination of Junior Grade	Qualified Senior-Teacher Examination	Qualified Assistant Examination	Total
C. L. A. S. 1			1	1			1	2		2			1	3	11	1	3		4
Philippine Nautical School																			
Philippine Normal School	2	7	2	4	6		27	1	10	2	5	2		1	30	4	4		8
Abra	139	19	158	111	33		177	11	297	9	32	12	1	33	1,072	18	1	1	20
Manila																			
Nueva Vizcaya	32	22	61	27	6		11	1	1					9	148	8			8
Ilocos Norte	166	25	202	98	14		95	4	64	3	4	4		2	670	20	2		22
Ilocos Sur	179	26	183	95	27		156	1	28	2	1	1		4	677	36	6		42
Batanes	14	30	114	12	1		1	1	2	1				4	46	3	1		4
Isabela	94	31	109	31	13		38	1	8	2	1		1	3	301	4	4		8
Union	194	35	143	85	27		73	1	18	2	1			3	547	18	3		21
P. S. A. T. 1	10	38	2		4			4	4	1					26	1	3		4
Tarlac	206	40	132	43	17		93	5	22	1	2		1		521	19	5		24
Pangasinan	230	41	144	51	14		84	4	28	7	4		1		567	18	10		28
Pangasinan	621	41	459	106	36		236	2	49	1	4	2		11	1,527	37	12		49
Camarines Sur	183	42	151	28	9		47	3	8	1	1		1	3	435	19	5	1	25
Nueva Ecija	296	44	154	85	24		76	3	18	3	2	1	1	3	672	10	2	1	13
Camarines Norte	53	45	32	14	2		13				1	1		2	119	2	1		3
Iloilo	481	45	272	106	42		132	3	19	2	2		1	13	1,075	37	5		42
Zambales	127	45	66	24	6		36	1	18	2		1	1	3	285	7	4		11
Davao	94	46	76	20	6		4	1						2	204	7			7
Leyte	481	48	278	102	27		80	1	17	2	1	2	1	2	992	16	5		21
Palawan	107	48	57	26	8		14		2	1		1	3	3	222	20	2		22
Mountain	173	49	97	32	8		26	4	11	1	1	1		1	355	6	4		30
Bataan	85	50	31	15	7		22	1	6						169	6	4		10

Cagayan	319	50	160	56	6	69	3	15	1					7	636	19	4	20	
Albay	297	51	140	50	11	60		11	3	2				7	581	16	4	2	
Cotabato	125	51	74	25	7	9	1	3	1					1	246	1	1	2	
Zamboanga	156	51	76	34	11	16	1	5	1					8	308	7		7	
Bukidnon	66	53	34	7	5	9	1	1						2	125	6		6	
Marinduque	83	53	33	12	5	16		4	2					3	158	6	1	7	
Bulacan	348	54	155	36	13	61	2	22	2					3	642	18	6	24	
Maabate	81	54	37	17		9	4	4						1	149				
Lanao	88	56	52	9	3		1	1						3	158	3		3	
General Office	21	57	8	2		1	2							3	37				
Sorsogon	208	57	84	27	4	27	1	2								11	5	16	
Antique	244	58	103	28	12	17		9	1	4				2	423	9	4	14	
Rizal	325	58	89	35	22	46	3	30	1	3				1	565	15	12	27	
Tayabas	379	58	93	46	26	74	2	21	3	3				2	652	13	4	18	
Laguna	402	60	76	41	15	105	3	16	2	3				1	668	13	1	14	
Romblon																			
Capiz	128	60	33	22	4	15	1	6	1	1				4	215	5	5	11	
Occidental Negros	465	61	128	54	21	59	3	18	1	4				1	757	22	6	28	
Oriental Negros	459	61	145	56	19	50	2	5	5					1	749	23	1	24	
Bohol	341	61	95	40	8	53	2	4		1				2	555	16	5	21	
	568	62	209	66	18	29	2	7	1					1	910	25	2	27	
Agusan																			
Avarte	108	63	42	11	4	2		1						1	171	5		5	
Mindoro	272	63	56	30	9	31	2	19	1	4				2	431	9	3	12	
Cebu	150	63	32	19	1	17	1	12	1					4	238	7	2	9	
Sulu	951	64	269	104	30	104	2	12	2	2				2	1,483	29	9	38	
	131	66	40	16	2	8	1	1						15	199				
Batangas																			
Samar	453	68	93	42	12	34	1	13	2	6				10	667	22	4	26	
Surigao	447	68	101	49	6	38	4	4	2					9	660	16	6	22	
Misamis	187	68	40	21	8	7	1							1	277	9	1	10	
	396	78	59	22	9	11		5		1				4	507	6	1	7	
Total	12,257	50	5,465	2,125	628	2,423	97	892	70	99	41	9	27	273	24,406	648	173	6	827

¹ Central Luzon Agricultural School.² Philippine School of Arts and Trades.

When compared with statistics for the school year 1921-22, these figures show (1) a decrease of 8 in the percentage of Filipino teachers of attainments under the second year; (2) an increase of 3 in the percentage of Filipino teachers who are high-school graduates; and (3) an increase of 1 in the percentage of Filipino teachers who are Philippine Normal School graduates.

No. 11.—Average Monthly Salaries of Filipino Insular Teachers

A table showing, by divisions and for the Islands, the number of Filipino Insular teachers, regular and temporary, and their average monthly salaries, March, 1923.

Division	Regular		Temporary		Total	
	Number of Teachers	Average Salary	Number of Teachers	Average Salary	Number of Teachers	Average Salary
Abra	18	P104.37	1	P85.00	19	P103.35
Agusan	1	105.00			1	105.00
Albay	26	101.35	8	80.63	34	96.47
Antique	25	107.60	5	86.00	30	104.00
Bataan	14	113.57	1	150.00	15	116.00
Batanes	4	97.50	3	76.67	7	88.57
Batangas	33	112.12	5	94.00	38	109.74
Bohol	35	96.71	20	72.00	55	87.73
Bulacan	37	105.68	4	88.75	41	104.02
Cagayan	37	97.16	3	75.00	40	95.50
Camarines Norte	6	120.00	1	60.00	7	111.43
Camarines Sur	31	104.46	4	105.00	35	110.24
Capiz	35	109.62	6	90.00	41	106.75
Cavite	30	105.56	2	100.00	32	105.21
Cebu	47	111.35	30	78.67	77	98.61
C. L. A. S. ¹	5	119.00	6	95.00	11	105.91
Davao	1	130.00			1	130.00
General Office	6	103.33	31	70.97	37	76.22
Ilocos Norte	36	102.50	3	73.33	39	100.26
Ilocos Sur	45	105.30	1	60.00	46	104.31
Iloilo	56	98.72	9	82.22	65	96.44
Isabela	17	108.33	10	83.00	27	98.95
Laguna	32	96.57	1	125.00	33	97.42
Lanao	1	100.00	1	120.00	2	110.00
Leyte	37	102.43	19	82.89	56	95.80
Manila	38	122.19	12	71.39	50	110.00
Marinduque	10	89.50			10	89.50
Masbate	5	97.00	2	85.00	7	93.57
Mindoro	19	103.51	3	86.67	22	101.21
Misamis	11	97.27	17	72.65	28	82.32
Mountain	7	104.29	5	113.00	12	107.92
Nueva Ecija	24	127.78	10	78.00	34	113.14
Nueva Vizcaya	4	96.25	5	96.00	9	96.11
Occidental Negros	31	101.29	17	78.53	48	93.23
Oriental Negros	25	107.20	9	95.56	34	104.12
Palawan	24	91.04	4	111.23	28	93.93
Pampanga	43	111.05	1	105.00	44	110.91
Pangasinan	81	98.52	4	78.75	85	97.59
Philippine Nautical School	1	300.00			1	300.00
Philippine Normal School	25	105.00	5	74.00	30	99.83
P. S. A. T. ²	12	107.08	14	105.71	26	106.35
Rizal	34	109.17			34	109.17
Romblon	14	123.21	4	98.75	18	117.78
Samar	25	101.07	25	76.60	50	88.83
Sorsogon	17	112.75	6	92.50	23	107.46
Surigao	18	106.48	9	78.89	27	97.28
Tarlac	32	110.00			32	110.00
Tayabas	38	113.46	1	120.00	39	113.63
Union	33	98.48	4	87.50	37	97.30
Zambales	29	101.90	2	92.50	31	101.29
Zamboanga	2	155.00	1	125.00	3	145.00
Total	1,217	105.78	334	82.82	1,551	100.85

¹ Central Luzon Agricultural School.² Philippine School of Arts and Trades.

When compared with statistics for March, 1922, these figures show (1) an increase of ₱7.36 in the average monthly salary of regular Filipino Insular teachers; (2) an increase of ₱5.16 in the average monthly salary of temporary Filipino Insular teachers; (3) an increase of ₱7.49 in the average monthly salary of all Filipino Insular teachers, both regular and temporary.

The rate of increase in the average monthly salary of regular Filipino Insular teachers was 8 per cent; in the average monthly salary of temporary Filipino Insular teachers, 7 per cent; in the average monthly salary of all Filipino Insular teachers, both regular and temporary, 8 per cent.

No. 12.—*Average Monthly Salaries of Filipino Municipal Teachers*

A table showing, by divisions and for the Islands, the number of municipal teachers, regular and temporary, and their average monthly salaries, March, 1923.

Division	Regular		Temporary		Total	
	Number of Teachers	Average Salary	Number of Teachers	Average Salary	Number of Teachers	Average Salary
Abra	131	P38.56	45	P36.91	176	P38.14
Agusan	107	48.93	63	39.90	170	45.59
Albay	528	41.58	19	40.00	547	41.53
Antique	239	40.02	154	34.10	393	37.70
Bataan	127	47.42	27	41.26	154	46.34
Batanes	18	35.44	21	33.76	39	34.54
Batangas	481	42.06	148	37.42	629	40.97
Bohol	678	35.76	177	35.43	855	35.69
Bukidnon	71	66.47	54	47.22	125	58.16
Bulacan	411	42.78	190	35.99	601	40.64
Cagayan	437	41.05	159	33.96	596	39.16
Camaringes Norte	102	46.96	10	44.40	112	46.73
Camaringes Sur	350	47.75	50	45.95	400	47.53
Capiz	557	40.15	159	33.64	716	38.71
Cavite	324	43.35	75	37.31	399	42.22
Cebu	1,268	66.72	148	38.68	1,416	63.79
Cotabato	210	50.23	36	42.26	246	49.06
Davao	197	52.94	6	38.33	203	52.51
Ilocos Norte	477	38.11	154	42.66	631	39.22
Ilocos Sur	425	43.12	206	41.80	631	42.69
Iloilo	834	44.65	176	38.02	1,010	43.50
Isabela	225	43.46	49	38.74	274	42.61
Laguna	355	47.00	280	40.29	635	44.04
Lanao	128	51.98	28	37.71	156	49.42
Leyte	292	43.33	644	34.92	936	37.54
Manila	424	119.15	598	104.09	1,022	110.34
Marinduque	127	37.15	21	38.83	148	37.39
Masbate	62	47.52	80	35.24	142	40.60
Mindoro	107	40.83	109	38.56	216	39.69
Misamis	188	39.63	291	34.66	479	36.61
Mountain	260	51.01	83	47.86	343	50.24
Nueva Ecija	589	48.64	49	41.70	638	48.11
Nueva Vizcaya	77	34.69	62	35.81	139	35.19
Occidental Negros	451	46.09	250	43.46	701	45.15
Oriental Negros	517	40.57	4	47.50	521	40.63
Palawan	129	45.96	65	40.15	194	44.02
Pampanga	515	51.00	8	50.31	523	50.99
Pangasinan	883	42.85	559	38.94	1,442	41.33
Rizal	503	45.69	28	40.86	531	45.43
Romblon	89	41.66	108	39.48	197	40.47
Samar	453	43.40	157	41.17	610	42.83
Sorsogon	173	50.75	166	37.54	339	44.28
Sulu	169	56.60	30	40.33	199	54.15
Surigao	219	38.95	31	46.27	250	39.86
Tarlac	402	41.63	87	36.32	489	40.69
Tayabas	416	47.96	197	42.47	613	46.20
Union	448	40.22	62	38.87	510	40.05
Zambales	151	37.69	103	33.09	254	35.83
Zamboanga	237	45.87	68	37.01	305	43.90
Total	16,561	47.53	6,294	44.55	22,855	46.71

When compared with statistics for March, 1922, these figures show (1) an increase of ₱3.42 in the average monthly salary of regular Filipino municipal teachers; (2) an increase of ₱5.45 in the average monthly salary of temporary Filipino municipal teachers; (3) an increase of ₱4.14 in the average monthly salary of all Filipino municipal teachers, both regular and temporary.

The rate of increase in the average monthly salary of regular Filipino municipal teachers was 8 per cent; in the average monthly salary of temporary Filipino municipal teachers, 14 per cent; in the average monthly salary of all Filipino municipal teachers, both regular and temporary, 10 per cent.

A table showing, by divisions and for the Islands, the percentages of Filipino municipal teachers receiving certain salaries as fixed by 1924 budgets.

Division	Per Cent Receiving ₱40 or More	Less than ₱40		₱40 to ₱44.99		₱45 to ₱49.99		₱50 to ₱54.99		₱55 to ₱59.99		₱60 to ₱64.99		₱65 to ₱69.99		₱70 and More		Total Number of Municipal Teachers
		Number of Teachers	Per cent-Teach-ers	Number of Teachers	Per cent-Teach-ers	Number of Teachers	Per cent-Teach-ers	Number of Teachers	Per cent-Teach-ers	Number of Teachers	Per cent-Teach-ers	Number of Teachers	Per cent-Teach-ers	Number of Teachers	Per cent-Teach-ers			
Camarines Norte.	100																	123
Iloilo	100			13	9.5	50	39.6	23	23.3	14	10.2	13	9.5	6	4.7	4	3.2	1,053
Manila	100			428	40.7	241	22.9	106	10.1	131	12.4	75	7.1	33	3.1	39	3.7	1,160
Mountain	100																	345
Nueva Ecija	100	1	3	96	27.8	110	31.9	50	14.5	55	15.9	16	4.7	8	2.3	33	5.0	659
				292	44.3	140	21.3		16.7	27	4.1	43	6.5	14	2.1			
Ocidental Negros	100																	726
Pampanga	100			346	47.7	174	24.0	137	17.5	43	5.9	19	2.6	11	1.5	6	.8	552
Rizal	100			110	19.9	58	10.6	163	29.5	104	18.8	66	12.0	29	5.3	22	4.0	579
Tayabas	100			248	42.8	119	20.6	97	16.7	42	7.3	25	4.3	12	2.8	32	5.5	669
Palawan	99	2	1.1	379	56.6	115	17.2	78	11.7	37	5.5	30	4.5	12	1.8	18	2.7	182
				98	53.9	45	24.7	14	7.7	6	3.3	7	3.8	7				
Davao	97	6	2.9	26	12.4	38	18.2	32	15.3	56	26.8	19	9.1	5	2.4	27	12.9	209
Batangas	96	29	4.2	274	40.0	172	25.1	103	15.0	70	7.3	25	3.7	9	1.3	23	3.4	685
Sulu	92	17	7.5	33	14.6	39	17.2	50	22.1	14	6.2	19	8.4	9	4.0	45	20.0	455
Camarines Sur	91	35	9.4	115	30.9	93	24.9	88	23.5	28	7.5	9	2.4	4	1.1	11	.5	374
Lanao	91	14	8.5	26	15.9	23	14.0	35	21.3	31	18.9	17	10.4	7	4.3	11	6.7	164
Cotabato	90	21	10.3	24	11.8	41	20.1	54	26.5	32	15.7	7	3.4	7		18	8.8	204
Bukidnon	86	20	14.4	15	10.8	16	11.5	18	13.0	12	8.6	27	19.4	7	3.4	13	13.7	139
Samar	82	106	18.2	249	42.7	89	15.3	51	8.3	50	8.6	21	3.6	12	1.2	10	1.7	583
Arusan	79	41	21.6	86	45.3	35	18.4	10	5.3	5	2.6	5		2		2	1.0	190
Bataan	79	30	20.6	34	23.3	20	13.7	22	15.1	17	11.6	11	7.5	5	3.4	7	4.8	146
Ilocos Sur	72	180	28.1	206	32.2	49	7.6	99	15.5	78	12.2	18	2.8	5	.8	5		640
Sorsogon	71	108	29.2	84	22.7	46	12.4	55	14.9	24	6.5	18	4.8	11	3.0	24	6.5	370
Cavite	70	124	30.2	103	25.1	52	12.7	61	14.9	26	6.3	20	4.9	11	2.7	13	3.2	410
Zamboanga	70	96	30.3	68	21.5	40	12.6	42	13.2	25	7.9	14	4.4	7	2.2	25	7.9	317
Cebu	69	435	30.8	342	24.2	250	17.7	159	11.3	105	7.5	57	4.0	27	1.9	37	2.6	1,412
Union	68	168	31.7	152	28.7	142	26.8	32	6.0	16	3.0	6	1.1	10	1.9	4	.8	530
Pangasinan	67	492	32.9	481	32.1	195	13.0	102	6.8	60	4.0	83	5.6	53	3.5	32	2.1	1,498
Aklan	66	194	34.3	175	31.0	64	11.3	36	6.4	41	7.3	25	4.4	13	2.3	17	3.0	565
Laguna	66	224	33.5	178	25.9	87	13.0	115	17.2	28	4.2	24	3.6	7	1.1	1.5	.6	668
Bela	61	111	39.2	84	29.7	46	16.2	19	6.7	9	3.2	10	3.5	1	.4	3	1.1	283

Masbate.....	59	63	41.2	36	23.5	20	13.1	11	7.2	8	5.2	5	3.3	3	1.9	7	4.6	153
Antique.....	55	169	44.9	117	31.1	53	14.1	16	4.3	15	4.0	2	3.5	3	1.8	1	3.3	376
Bulacan.....	55	277	44.9	134	21.7	71	11.5	83	13.5	25	4.0	14	2.3	5	1.8	8	1.3	617
Capiz.....	50	343	49.7	137	19.8	76	11.0	65	9.4	16	2.3	27	3.9	9	1.3	18	2.6	691
Tarlac.....	48	248	52.0	110	23.1	29	6.1	62	13.0	14	2.9	7	1.5	1	1.2	6	1.2	477
Oriental Negros.....	46	277	54.2	119	23.3	42	8.2	33	6.4	6	1.2	28	5.5	4	1.8	2	1.4	511
Romblon.....	45	104	54.8	35	18.4	11	5.8	23	12.1	5	2.6	5	2.6	3	1.6	4	2.1	190
Cagayan.....	43	333	57.3	93	16.0	104	17.9	30	5.2	14	2.4	3	1.5	5	1.8	4	2.7	581
Ilocos Norte.....	43	355	57.2	108	17.4	53	8.5	53	8.5	25	4.0	8	1.3	2	1.3	17	2.8	621
Marinduque.....	43	94	57.3	34	20.7	18	11.0	11	6.7	4	2.5	2	1.2	1	1.2	1	1.6	164
Abra.....	42	95	58.3	51	31.3	11	6.8	3	1.8	2	1.2	1	1.2	1	1.6	1	1.6	163
Surigao.....	41	148	59.4	49	19.7	31	12.5	14	5.6	2	1.8	5	2.0	5	2.0	2	2.2	249
Levite.....	40	680	59.5	224	19.6	100	8.8	102	8.9	21	1.8	9	1.8	5	1.4	2	2.2	1,143
Mindoro.....	39	130	61.3	46	21.7	21	9.9	12	5.7	3	1.4	4	1.6	1	1.4	1	1.4	212
Zambales.....	30	177	70.2	40	15.9	16	6.3	10	4.0	3	1.2	4	1.6	1	1.4	1	1.4	252
Misamis.....	28	376	72.0	82	15.7	31	5.9	28	5.4	3	.6	2	4	1	1.4	1	1.4	522
Nueva Vizcaya.....	22	67	77.9	16	18.6	1	1.2	1	1.2	1	1.2	2	2.3	1	1.2	1	1.2	86
Batanes.....	13	32	86.5	4	10.8	1	2.7	1	2.7	1	2.7	1	2.7	1	2.7	1	2.7	37
Bohol.....	13	761	87.4	58	6.7	48	5.5	2	.2	2	.2	2	2.3	1	1.2	1	1.2	871
Total.....	69	7,183	30.5	6,253	26.5	3,326	14.1	2,509	10.6	1,340	5.7	1,082	4.6	389	1.7	1,485	6.3	23,577

The figures below give some idea of the difference between the salaries of municipal teachers on duty in January, 1923, and the salaries of municipal teachers on duty in January, 1924:

Percentage of teachers receiving—		January, 1923	January, 1924
Less than ₱40.....		40.2	30.5
₱40 to ₱44.99.....		24.3	26.5
₱45 to ₱49.99.....		12.1	14.1
₱50 to ₱54.99.....		8.8	10.6
₱55 and more.....		14.6	18.3

In January, 1924, 8 divisions reported ₱40 a month as the minimum salary for municipal teachers.

No. 14.—*Libraries*

A table showing, by divisions and for the Islands, the number of schools, the number of schools with libraries, the number of books and pamphlets contained in them, the number of newspaper and magazine subscriptions, and the number of persons using the libraries, 1923.

Division	Number of Schools			Number of Libraries			Number of Books, December 31, 1923			
	Elementary		Second-ary	Elementary		Second-ary	Total	Elementary		Second-ary
	Central	Barrio		Central	Barrio			Central	Barrio	
Abra.....	27	61	2	17	10	2	29	1,823	300	3,454
Agusan.....	65	27	1	93	13	1	16	582	49	388
Albay.....	49	153	2	204	28	2	30	12,643	877	5,771
Antique.....	25	81	1	107	14	47	62	4,622	365	8,242
Bataan.....	23	20	1	44	12	16	29	3,704	881	5,184
Batanes.....	12	4	1	17	6	1	7	1,117	183	1,300
Batangas.....	48	130	2	180	27	23	51	7,511	480	8,741
Bohol.....	71	241	2	314	37	62	101	13,465	883	3,317
Bukidnon.....	11	60	1	72	3	10	14	1,584	276	1,911
Bulacan.....	45	159	1	205	45	158	205	19,709	6,889	2,721
Cagayan.....	47	164	1	212	24	33	58	5,712	525	2,418
Camarines Norte.....	18	24	1	43	9	5	15	1,006	63	1,558
Camarines Sur.....	50	106	2	158	27	17	46	2,945	355	2,439
Capiz.....	53	174	2	229	28	83	112	6,136	1,759	1,619
Cavite.....	37	40	3	80	26	15	43	8,072	372	4,030
Cebu.....	100	361	1	462	52	26	79	13,643	3,163	3,348
C. L. A. S. I.....	1	2	1	2	1	1	1	1	1	1,734
Cotabato.....	7	112	1	120	1	9	11	300	405	36
Davao.....	16	105	1	122	5	3	8	350	347	697
Ilocos Norte.....	38	176	2	216	20	24	47	8,637	467	6,586
Ilocos Sur.....	64	167	3	234	33	97	133	15,846	3,966	7,035
Iloilo.....	73	235	1	309	57	121	179	15,951	6,329	6,610
Isabela.....	27	83	2	112	17	79	98	4,012	1,516	1,711
Laguna.....	53	68	1	122	29	23	53	18,168	656	2,826
Lanao.....	5	76	1	82	6	17	24	793	831	666
Levite.....	86	325	3	414	46	38	86	12,960	812	4,327
Manila.....	55	61	6	61	41	17	27	57,511	120	16,588
Marinduque.....	11	49	1	61	6	1	24	1,901	308	2,998
Masbate.....	14	55	1	55	8	16	25	1,307	533	2,148
Mindoro.....	33	68	1	102	15	25	41	3,007	516	1,599

Misamis	33	159	1	193	18	72	1	91	4,350	1,596	1,639	7,585
Mountain	48	106	2	156	18	27	2	47	1,614	1,975	1,019	3,608
Nueva Ecija	53	166	1	223	29	42	1	72	12,701	942	3,252	16,896
Nueva Vizcaya	21	18	2	21	14	18	2	34	1,560	303	4,068	5,951
Occidental Negros	49	131	1	181	25	103	1	129	9,051	2,947	2,731	14,729
Oriental Negros	46	130	2	178	22	9	2	33	2,124	210	2,248	4,582
Palawan	22	113	1	113	11	42	1	54	3,653	1,065	1,021	5,729
Pampanga	48	100	4	152	26	60	4	80	7,262	1,215	3,432	11,909
Pangasinan	92	329	3	424	48	97	2	147	36,773	1,988	9,416	47,177
Philippine Nautical School	1		1	1			1	1			128	128
Philippine Normal School	2		1	3			1	1			7,006	7,006
P. S. A. T. 1	1		1	2			1	1			2,949	2,949
Rizal	54	86	1	141	26	14	1	41		1,352	2,282	11,675
Romblon	17	49	2	68	9	43	2	60	8,031	1,624	1,271	4,565
Samar	73	179	3	255	37	151	3	191	9,288	2,728	2,623	14,579
Sorsogon	32	96	1	129	16	2	1	19	3,174	30	1,705	4,909
Sulu	6	77	1	84		1	1	2		33	447	480
Surigao	26	111	1	138	16	33	1	55	2,575	818	1,568	4,961
Tarlac	34	125	2	161	21	107	2	130	8,273	1,889	2,810	12,972
Tayabas	55	124	1	180	28	16	1	45	12,419	659	3,375	16,453
Union	35	81	2	118	18	49	2	69	12,494	2,233	3,426	18,153
Zambales	29	47	1	77	19	13	1	33	3,984	1,162	1,441	5,587
Zamboanga	15	112	1	128	4	25	1	30	749	1,046	1,918	3,713
Total	1,955	5,628	85	7,668	1,058	1,901	80	3,039	384,676	55,981	151,059	591,716

¹ Central Luzon Agricultural School.² Philippine School of Arts and Trades.

No. 14.—*Libraries—Continued*

Division	Number of Pamphlets, December 31, 1923				Total Number of Books and Pamphlets				Number of Books Acquired in 1923			
	Elementary		Second- ary	Total	Elementary		Second- ary	Total	Elementary		Second- ary	Total
	Central	Barrio			Central	Barrio			Central	Barrio		
Abra	123	—	216	339	1,946	300	3,670	5,916	311	—	492	803
Agusan	331	14	59	1,004	1,913	63	447	2,023	8	—	152	160
Albay	1,332	653	1,985	2,273	12,373	—	6,424	20,399	559	—	849	1,408
Anique	464	49	1,760	2,273	5,696	226	1,363	10,515	—	182	162	895
Bataan	881	52	1,181	2,114	4,585	417	1,363	6,365	244	122	156	522
Batanes	45	—	20	65	1,162	—	203	1,365	166	—	165	331
Batangas	1,604	—	680	2,284	9,115	480	4,431	14,026	470	53	487	1,010
Bohol	1,313	182	184	2,280	15,378	1,015	3,516	19,909	1,880	51	561	2,492
Bukidnon	1,313	42	24	1,380	5,598	318	446	6,362	1,141	273	82	801
Bulacan	2,587	160	286	3,033	22,296	6,999	3,007	32,302	6,940	3,495	254	10,689
Cagayan	1,411	71	817	2,299	7,123	596	3,235	10,954	753	219	238	1,210
Camarines Norte	136	24	28	188	1,142	87	497	1,726	185	48	137	370
Camarines Sur	655	118	360	1,133	3,600	473	2,459	6,572	564	159	259	982
Capiz	1,396	427	211	2,034	7,532	2,186	1,850	11,548	694	213	38	945
Cavite	961	3	1,600	2,564	9,033	375	5,630	15,038	493	3	630	1,126
Cebu	1,780	54	285	2,119	15,423	3,217	3,633	22,273	1,504	279	686	2,469
C. I. A. S. I.	—	—	633	633	—	—	2,387	2,387	—	—	531	531
Cebuano	80	80	100	260	380	485	1,136	1,001	30	125	—	155
Davao	85	54	139	268	10,783	401	836	18,142	27	—	27	54
Ilocos Norte	2,146	6	300	2,452	10,783	473	6,886	18,142	473	38	377	888
Ilocos Sur	909	114	191	1,214	16,755	4,080	7,226	28,061	795	599	891	2,285
Iloilo	945	794	920	2,659	16,896	7,123	7,530	31,549	1,660	504	347	2,511
Isabela	441	747	113	1,301	4,453	2,263	8,540	8,540	745	94	247	1,086
Laguna	1,590	107	750	2,447	19,758	763	3,576	24,097	1,448	141	147	1,736
Lanao	1,120	69	129	318	913	900	795	2,608	353	197	234	784
Levite	1,704	119	650	2,473	14,664	331	4,977	20,572	980	2	913	1,895
Manila	2,671	—	280	2,951	60,182	—	16,868	77,050	15,978	—	4,226	20,204
Marinduque	626	195	303	1,129	2,527	315	1,285	4,127	409	67	148	624
Masbate	302	19	81	402	1,609	327	614	2,550	334	212	57	603
Mindoro	1,338	215	271	1,874	4,395	731	1,870	6,996	748	—	150	898
Misamis	345	96	151	592	4,695	1,632	1,790	8,177	741	448	188	1,377
Mountain	41	30	388	459	1,655	1,005	1,407	4,067	25	—	154	179
Nueva Ecija	1,096	211	100	1,407	13,797	1,153	3,352	18,302	3,442	217	533	4,192
Nueva Vizcaya	689	150	1,160	1,999	2,269	453	8,228	7,950	1,362	140	666	1,967
Occidental Negros	1,264	178	1,460	1,902	10,315	3,125	3,191	16,631	1,362	2,136	299	3,797

Oriental Negros.....	591	3	110	704	2,715	213	2,358	5,286	466	47	231	744
Palawan.....	298	137	40	475	3,951	1,192	1,061	6,204	260	20	32	312
Pampanga.....	1,463	72	1,231	2,766	8,725	1,287	4,663	14,675	510	112	517	1,139
Pangasinan.....	3,495	4	287	3,786	39,268	1,992	9,703	50,963	2,811	142	629	3,582
Philippine Nautical School.....			15	15			143					
Philippine Normal School.....			319	319			7,325	7,325			842	842
P. S. A. T. ¹			139	139			3,088	3,088			49	49
Rizal.....	1,460	179	5	1,644	9,491	1,531	2,297	13,319	635	90	120	895
Romblon.....	165	27	1,621	1,813	1,789	1,298	3,291	6,378	442	730	248	1,420
Samar.....	1,174	214	592	1,980	10,402	2,942	3,215	16,569	1,771	1,309	331	3,611
Sorsogon.....	576	17	100	693	3,750	47	1,805	5,602	389	5	255	649
Sulu.....		22	37			55	1,484	5,539			31	31
Surigao.....	244	12	239	495	2,819	830	1,807	5,466	99	65	146	310
Tarlac.....	791	253	125	1,169	3,064	2,142	2,935	14,141	1,614	675	746	3,098
Tayabas.....	1,219	70	150	1,439	13,638	729	3,525	17,892	1,313	92	298	1,688
Union.....	935	288	501	1,724	13,499	2,521	3,927	19,877	1,340	25	379	1,744
Zambales.....	809	4	63	876	4,763	966	1,594	6,463	489	36	91	620
Zamboanga.....	14	75	200	289	763	1,121	2,118	4,002	242	191	384	817
Total.....	45,909	5,757	20,245	71,911	430,585	61,738	171,304	663,627	58,019	13,516	20,986	92,521

¹ Central Luzon Agricultural School.² Philippine School of Arts and Trades.

No. 14.—Libraries—Continued

Division	Number of Books Transferred from Bureau of Education to Provincial and Municipal Accounts			Newspaper Subscriptions			Educational-Magazine Subscriptions			Other Magazine Subscriptions		
	Elementary		Total	Elementary		Total	Elementary		Total	Elementary		Total
	Central	Barrio		Central	Barrio		Central	Barrio		Central	Barrio	
Abra				16		22	19	12	39	6		23
Agusan						2				2		2
Albay				78		88	68	1	1	76		24
Antique	79		79		21	30	6	1	3		2	19
Bataan		17	17	14	9	27	7	2	1	10	14	35
Batanes				7		10	8			3		8
Batangas		31	31	19		22	22		4			27
Bohol	61		61	66	62	136	24	2	13	46	37	87
Bukidnon				4	8	15	3	1	7	4	1	15
Bulacan				33	5	40	42	19	1	32	13	20
Cagayan		17	17	32	11	45	40	6		22	1	18
Camagines Norte				16		22	6			6	10	2
Camagines Sur	175	29	208	40	9	55	11	7	18	21	5	21
Capiz	27		27	49	38	93	55	23	2	80	23	11
Cavite	15		15	19	4	54	17		4	8	2	1
Cebu	319	208	527	185	11	203	85	11	6	124	9	15
C. L. A. S. I					4	4						27
Corbato				2	6	8	2	6	4		6	1
Davao				5	20	25	1	5	6	2		7
Ilocos Norte	58		58	45	18	75	29	13	8	27	11	15
Ilocos Sur				29	2	55	13	3	20	9	13	27
Iloilo	22	83	105	86	28	142	96	22	13	62	50	37
Isabela	44		44	18	5	33	12	23	4	39	8	24
Laguna	298	290	588	51	18	57	38	6	2	23	7	15
Lanao				7	10	19	1			1		4
Levite				100	6	113	71	7	5	43	8	10
Manila				81		127	224		28	72	94	166
Marinduque	24		24	9	2	13	5		1	3		4
Masbate				2	2	4		3		4	6	5
Mindoro		113	113	15	2	29	4		1	7	1	8
Misamis		31	31	41	39	85	44	46	4	31	33	15
Mountain	724	80	895	9	2	14	4		10			10

Nueva Ecija.....	3,084	109	3,193	57	25	2	84	133	32	6	171	135	32	24	191
Nueva Vizcaya.....	15		15	12		12	24	12		14	26	8		14	22
Occidental Negros.....	354	1	355	56	7	7	70	51	9	3	63	97	48	30	175
Oriental Negros.....				26		2	28	32	6	1	39			15	15
Palawan.....	1,328		1,328	10	7	5	22	15			15	1		10	11
Pampanga.....				55	20	9	84	31	13	16	60	57		54	111
Pangasinan.....	106	2,248	2,354	42		6	48	26		17	43	41	31	30	102
Philippine Nautical School.....															
Philippine Normal School.....				3		4	7	10		11	21			33	33
P. S. A. T. ²						4	4			8	8			24	24
Rizal.....				46	1	1	48	39	8	14	61	30		23	30
Romblon.....				31	18	4	53	10	23	4	37			23	23
Samar.....	106	2	108	104	52	6	162	72	30	9	111	39	22	29	90
Sorsogon.....	3		3	27	1	5	33	35	1	2	38	20	2	10	32
Sulu.....				1		1	2	1			1			14	14
Surigao.....				7		3	49	9		5	41	6	9	13	28
Tarlac.....	97		97	49	23	9	31	45	25	3	73	41	82	17	147
Tayabas.....	140		140	70	6	4	80	51	4	1	56	21		17	38
Union.....				24	1	6	31	26	10	5	41	11	19	15	45
Zambales.....	1		1	39	8	18	65	18		1	19	30	19	12	61
Zamboanga.....				10	9	4	23	15	23	4	42	25	17	8	50
Total.....	7,102	317	3,002	1,760	545	360	2,665	1,594	429	298	2,321	1,268	540	908	2,716

¹ Central Luzon Agricultural School.² Philippine School of Arts and Trades.

No. 14.—Libraries—Continued

Division	Total Newspaper and Magazine Subscriptions				Number of Persons Using the Libraries				Number of Libraries Used by the People of School Communities			
	Teachers and Pupils			Total	All Others			Total	Elementary			
	Elementary		Second-ary		Elementary		Second-ary		Elementary		Second-ary	
	Central	Barrio			Central	Barrio			Central	Barrio		
Abra	41	12	37	90	2,940	211	1,331	4,482	81	4	81	4
Agusan	3		3	6	741	85	722	1,548	47		47	
Albay	222		38	260	13,111		1,410	14,521	3,843	10	3,921	10
Antique	25	24	25	74	3,634	3,074	468	7,176	54		500	1
Bataan	35	13	24	72	4,597	1,172	390	6,159	137	9	15	1
Batanes	18		8	26	805		60	865	150		5	
Batangas	47		34	81	12,017	2,272	935	15,224	163	9	10	9
Bohol	136	101	24	261	9,886	2,929	102	12,917	507	6	5	1
Bukidnon	11	10	25	46	237	620	259	1,116				
Bulacan	107	37	23	167	12,356	9,321	649	22,326	148	4	152	5
Cagayan	94	18	20	132	5,558	1,522	985	8,065	57	52	5	1
Camarines Norte	28	10	8	46	4,375	606	285	5,266	6		11	
Camarines Sur	72	21	45	138	8,098	3,009	1,057	12,164	41	2	7	1
Capiz	134	84	19	237	8,786	5,632	738	15,156	295	93	388	13
Cavite	44	6	36	86	8,762	1,238	808	10,823	12		510	4
Cebu	394	31	28	453	12,588	2,764	1,737	17,089	584	25	6	16
C. L. A. S. I	35		35	35			693					1
Cotabato	4	18	2	24	200	1,060	110	1,370	10	202	212	1
Davao	8	34	42	42	698	1,243	1,941	1,941	5			
Ilocos Norte	101	42	35	178	10,154	2,179	2,123	14,456	63	11	30	3
Ilocos Sur	51	18	71	140	9,309	6,274	2,130	17,763	460	360	31	40
Iloilo	241	100	64	408	18,004	10,733	2,195	30,932	326	30	8	12
Isabela	39	43	33	115	7,420	4,486	1,281	13,187	168	35	50	40
Laguna	112	16	20	148	3,067	2,273	965	6,305	620		5	16
Lanao	9	10	6	25	1,217	1,345	180	2,742	57	10	67	2
Leyte	214	21	22	257	12,421	2,737	1,563	16,721	1,180	48	2	62
Manila	377		168	545	36,663		5,991	42,654	106		5	9
Marinduque	17	2	11	30	2,690	697	273	3,660	105	8	113	5
Masbate	18	11	14	43	2,103	1,022	371	3,496	56	3	59	1
Mindoro	26	3	13	42	3,119	1,554	272	4,945	123	31	6	9
Misamis	116	118	24	258	6,265	5,244	624	12,133	12	4		16
Mountain	13	2	23	38	3,279	3,493	915	7,687	6		6	3
Nueva Ecija	325	89	32	446	13,349	2,609	1,146	17,104	366	200		2

	32	40	72	1,377	814	1,452	3,643	65	32	148	245	28	29	2	59
	204	40	308	11,733	6,983	757	19,473	135	113	50	298	11	19	1	31
Nueva Vizcaya.....	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Occidental Negros.....	---	64	---	---	---	---	---	---	---	---	---	---	---	---	---
Oriental Negros.....	58	18	82	4,443	820	894	6,157	2	---	---	2	---	---	---	1
Palaawan.....	26	7	15	48	527	2,992	5,282	89	---	---	93	5	---	---	6
Pampanga.....	143	33	79	255	1,763	1,319	18,783	108	4	---	109	6	1	---	7
Pangasinan.....	109	53	193	36,900	4,043	2,813	46,293	115	---	1	115	3	---	---	3
Philippine Nautical School.....	---	---	---	---	6,580	68	68	---	---	---	---	---	---	---	---
Philippine Normal School.....	13	48	61	775	---	1,354	2,129	---	---	---	---	---	---	---	---
P. S. A. T.:	---	36	36	---	---	820	820	---	---	---	---	---	---	---	---
Rizal.....	115	15	139	8,915	1,971	824	11,710	605	7	---	612	3	---	---	3
Romblon.....	41	31	113	3,243	2,328	649	6,220	49	20	14	83	4	5	1	10
Samar.....	215	44	363	11,639	6,657	1,187	19,483	418	182	38	638	24	51	1	76
Sorsogon.....	82	17	103	6,531	250	830	7,611	311	50	1	362	2	1	1	4
Surigao.....	22	15	17	125	104	186	415	---	---	---	---	---	---	---	2
Tarlac.....	135	21	118	3,063	1,921	495	5,479	270	28	4	302	4	4	1	9
Tayabas.....	142	22	294	10,913	7,245	1,063	19,221	496	597	60	1,086	39	22	---	61
Union.....	61	26	117	12,278	5,063	1,503	18,844	296	52	5	343	7	4	---	11
Zamboanga.....	87	31	145	5,593	676	312	6,581	64	---	---	64	2	---	---	2
Zamboanga.....	50	16	115	1,899	3,227	800	5,926	22	100	---	122	---	---	---	2
Total.....	4,622	1,514	7,702	338,839	134,377	51,311	574,527	13,069	2,339	1,621	17,029	386	257	36	679

¹ Central Luzon Agricultural School.

² Philippine School of Arts and Trades.

When compared with statistics for the previous year, the figures in Table 14 show (1) an increase of 281 in the number of school libraries; (2) an increase of 110,932 in the total number of books and pamphlets in school libraries; (3) an increase of 386 in the number of school-library newspaper subscriptions; (4) an increase of 297 in the number of school-library magazine subscriptions; (5) an increase of 58,067 in the number of teachers and pupils reading school-library books; (6) an increase of 4,929 in the number of outsiders using school libraries; and (7) an increase of 133 in the number of school libraries open to the people of school communities.

The rate of increase in the number of school libraries was 10 per cent; in the number of books and pamphlets in school libraries, 20 per cent; in the number of school-library newspaper subscriptions, 17 per cent; in the number of school-library magazine subscriptions, 6 per cent; in the number of teachers and pupils using school libraries, 11 per cent; in the number of outsiders using school libraries, 41 per cent; in the number of school libraries open to the people of school communities, 24 per cent.

No. 15.—*Agricultural Schools*

A table showing the names and the locations of agricultural schools, the number of teachers, the total annual enrolment, the area of land owned and cultivated, the number of animals, and the value of products at agricultural schools, for the school year 1922-23.

Name and Location of School	Number of Teachers		Annual Enrolment	Area of Farm in Hectares		Number of Animals						Value of School Products					Total Value of Products from School Home and Projects	
	American	Philippino		Cultivated	Total	Carabaos	Horses	Work Cattle	Other Cattle	Hogs	Poultry	Animals	Vegetables	Field Crops	Fruits	Others		
Aborlan Agricultural School, Aborlan, Palawan		9	234	30	199	7		3	30	27	105	P228.63	P890.68	P6,253.72			P1,189.09	P8,562.12
Batayan Agricultural School, Batayan, Leyte					500													
Bukidnon Agricultural School, Bukidnon (Managok), Bukidnon		9	190	56	724	19	12	22	59	75	530	4,906.10	451.74	6,196.93	P43.95			12,885.96
Burauen Agricultural School, Burauen, Agusan		5	141	12	42	9				11	23	576.30	631.45	4,084.82	370.43			5,663.00
Camarnes Agricultural School, Pili, Camarnes Sur		4	125	134	452	42			34	40	463	1,746.00	609.70	1,647.94	766.79	P473.82	2,493.60	7,737.85
Cataman Agricultural School, Cataman, Samar	2	7	285	90	367	29			80	85	2,200	3,577.30	1,000.00	16,037.50	2,981.74	5,000.00	12,679.92	41,276.46
Central Luzon Agricultural School, Muñoz, Nueva Ecija	3	11	979	214	658	133		5	20	106	654	7,332.75	4,535.26	36,988.16	37.00		906.00	49,779.17
Lagangiang Agricultural School, Lagangiang, Abra		5	152	85	100	27		2		25	353	1,011.58	674.32	5,947.64	217.06	613.27	3,010.61	11,474.48
Lapak Agricultural School, Siasi, Sulu		6	111	41	230	10	6	11	60		60	6,720.50	61.15	1,569.56	1,514.58			9,865.79
Lumbatan Agricultural School, Lumbatan, Lanao	1	5	113	25	122	3	1	17	39		37	263.05	607.24	1,263.73	692.95			2,826.97

Mampising Agricultural School,	4	96	11	110	8	---	---	32	205	442.10	321.34	2,071.63	252.86	20.00	---	3,107.93
Panpanga Agricultural School,	7	110	20	1,409	22	1	---	53	224	951.00	670.37	336.60	44.33	324.31	523.95	2,850.56
Pang Agricultural School,	4	190	15	34	9	---	1	---	70	124.45	414.80	1,475.00	305.85	---	---	2,320.10
Kudurungan, Colabato	2	10	282	50	1,479	20	15	12	167	13	950	4,233.90	11,850.50	1,851.50	3,620.10	23,576.00
Tindad Agricultural School,	8	86	3,008	783	6,426	338	35	73	514	467	5,814	32,113.66	22,718.55	8,282.90	25,710.51	181,926.39
Baguio, Mountain Province.																
Total																

¹ The development of this school has been retarded by difficulties incident to getting possession of the land desired.

When compared with statistics for the school year 1921-22, these figures show (1) an increase of 289 in the number of pupils enrolled in agricultural schools; (2) a decrease of 1 in the number of teachers in agricultural schools; and (3) a decrease of 43 in the total number of hectares cultivated at agricultural schools.

The rate of increase in the number of pupils enrolled in agricultural schools was 11 per cent.

The rate of decrease in the number of teachers in agricultural schools was 1 per cent; in the number of hectares cultivated at agricultural schools, 5 per cent.

An agricultural school is a boarding school located on a large farm where pupils are subsisted in part by the Government.

No. 16.—*Farm Schools*

A table showing the names and the locations of farm schools, the number of teachers, the total annual enrolment, the number of hectares of land owned and cultivated, the number of animals, and the value of products at farm schools, for the school year 1922-23.

Name and Location of School	Number of Teachers	Annual Enrolment		Area of Site in Hec-tares	Number of Animals								Value of School Products						Total	Value of Products from Home Projects	Total Value of Products from School and Home Projects
		Boys	Girls		Total	Cultivated	Carabaos	Horses	Work Cattle	Other Cattle	Hogs	Poultry	Animals	Vegetables	Field Crops	Fruits	Others				
Batac Farm School, Batac, Ilocos Norte.	6	179		179	14	18	4		1	2	6	166	157.91	571.91	P1,652.32	35.00	14.73	P2,431.87	P1,210.97	P3,642.84	
Batangas Farm School, Batangas, Batangas	6	88		88	15	15		4			110	720	1,125.00	1,100.00	959.50	310.50	400.00	3,895.00	1,435.50	5,330.50	
Bilar Farm School, Bilar, Bohol.	8	84	60	144	14	22	15		1		9	26	173.00	539.00	375.00	98.00	16.00	1,201.00	323.00	1,524.00	
Capiz Farm School, Banga, Capiz.	5	61	47	128	20	35	7				15	107	412.88	151.14	1,836.43	129.37		2,529.82	844.45	3,374.27	
Catanduanes Farm School, Virac, Albay	3	150		150	8	11	1				1			198.70	442.90	20.00		661.60		661.60	
Guinobatan Farm School, Guinobatan, Albay	6	81	72	153	10	13	6				10	130	800.00	1,094.00	2,611.00	50.00	20.00	4,575.00	900.00	5,475.00	
Iba Farm School, Iba, Zambales	6	75	105	180	8	12	16				14	56	1,788.30	486.64	1,169.48	152.69	426.53	4,023.64	1,699.34	5,722.98	
Indang Farm School, Indang, Cavite	7	103	51	154	9	9	3		2		6	235	782.00	511.41	1,787.38	136.50	188.00	3,405.29	4,595.22	8,000.51	
Isabela Farm School, Caba-gan, Isabela	8	295	165	460	11	21	6		1		10	368	610.00	499.19	550.00	180.00	256.00	2,095.19	4,104.85	6,200.04	
Nueva Vizcaya Farm School, Bayombong, Nueva Viz-caya.	7	160		160	27	123	14				8	12	395.00	344.00	1,252.00	385.00	1,020.00	3,396.00	577.00	3,973.00	

Odiongan Farm School.....	9	135	50	185	18	40	17	2	---	11	57	788	1,323.83	643.80	2,308.04	3,204.79	4,159.28	11,639.74	1,917.29	13,557.03
San Carlos Farm School.....	17	303	211	514	9	13	5	---	2	---	20	123	1,063.00	1,459.51	1,496.85	38.20	---	4,057.56	7,651.12	11,708.68
San Carlos, Pangasinan.....	12	304	199	503	21	28	11	---	2	---	16	157	418.10	691.50	1,587.88	---	506.00	3,203.48	1,282.00	4,485.48
Santa Maria, Ilocos Sur.....	100	2,038	960	2,998	184	360	105	2	13	282	2,888	9,049.02	8,290.80	18,028.78	4,740.05	7,006.54	47,115.19	26,540.74	73,655.93	
Total																				

When compared with statistics for the school year 1921-22, these figures show (1) an increase of 5 in the number of teachers in farm schools; (2) an increase of 233 in the number of pupils enrolled in farm schools; and (3) an increase of 12 in the total number of hectares cultivated at farm schools.

The rate of increase in the number of teachers in farm schools was 5 per cent; in the number of pupils enrolled in farm schools, 8 per cent; in the total number of hectares cultivated at farm schools, 7 per cent.

A farm school is a day school having facilities for the teaching of practical farming to boys and housekeeping and household arts to girls.

No. 17.—*Settlement*

A table showing the number of settlement farm schools, the number of and cultivated, the number of animals, and the value of products at set-

Division	Number of Schools	Number of Teachers		Annual Enrolment			Area of Site in Hectares		Number of Animals					
		American	Filipino	Boys	Girls	Total	Cultivated	Total	Carabaos	Horses	Work Cattle	Other Cattle	Hogs	Poultry
Agusan	55	94	2,348	1,846	4,194	311	703	14	182	1,259				
Antique	1	2	83	65	148	40	40	1		27				
Bukidnon	59	105	3,516	2,191	5,707	423	818	8	14	12	7			
Cotabato	17	55	1,541	510	2,051	81	877	24	10		4			
Davao	23	38	1,128	425	1,553	105	973	16	17	11	6			
Ilocos Sur	1	4	42	20	62	6	6	2					1	100
Lanao	36	1	2,616	436	3,052	193	317	12	22					76
Misamis	9	9	348	168	516	28	111	2					4	73
Mountain	6	13	413	135	548	31	87	16		7	45			137
Nueva Ecija	1	2	21	9	30	1	60	3						44
Nueva Vizcaya	7	17	200	89	289	32	399	25	1	4	16			419
Occidental Negros	1	2	34	21	55	3	300	1	2	2	6			6
Rizal	2	2	50	37	87	5	36	15						35
Samar	10	20	419	303	722	41	119	3	3		29			328
Surigao	9	11	256	155	411	19	127	6						8
Tarlac	3	3	69	31	100	8	30	8					13	387
Zambales	1	2	49	21	70	3	501	3	1	6	45			5
Zamboanga	25	52	1,296	553	1,849	104	479	25	5					
Total	266	2,491	14,429	7,015	21,444	1,434	5,983	184	1	81	81	313		4,201

When compared with statistics for the school year 1921-22, these figures a decrease of 69 in the number of teachers in settlement farm schools; schools; (4) a decrease of 289 in the total number of hectares cultivated mated value of production at settlement farm schools.

The rate of decrease in the number of settlement farm schools was 14 cent; in the number of pupils enrolled in settlement farm schools, 13 per 17 per cent; in the estimated value of production at settlement farm schools,

A settlement farm school was originally a primary school established them to form permanent settlements in the neighborhood of the school. not nomadic, but where farming is the chief occupation.

Farm Schools

teachers, the total annual enrolment, the number of hectares of land owned tlement farm schools, for the school year 1922-23.

Value of School Products						Value of Products from Home Projects	Total Value of Products from School and Home Projects
Animals	Vegetables	Field Crops	Fruits	Others	Total		
P5,833.52	P9,179.79	P48,882.60	P6,810.77		P70,706.68		P70,706.68
6.20	23.83	78.98			109.01		109.01
555.80	6,246.08	25,042.99	3,412.51		35,257.38	1,100.00	36,357.38
97.24	1,590.62	13,786.99	2,187.06	P1,113.14	18,775.05		18,775.05
827.09	2,347.38	18,006.92	7,953.88		29,135.27		29,135.27
330.00	95.06	227.91	17.65	29.65	700.27		700.27
55.50	1,202.94	9,129.33	2,474.13		12,861.90		12,861.90
51.00	282.51	1,191.18	484.60	10.00	2,019.29	20.46	2,039.75
990.50	568.59	1,977.44	315.27		3,851.80	150.00	4,001.80
40.42	90.17				130.59		130.59
3,013.00	3,626.00	2,323.00	479.00	209.00	9,650.00		9,650.00
25.00	12.00	402.20	1.20	8.00	448.40		448.40
215.00	120.00	112.00		15.00	462.00	44.00	506.00
1,158.93	329.42	2,306.42	179.73	95.12	4,069.62	596.50	4,666.12
25.00	145.30	1,016.24	23.00		1,209.54	306.00	1,515.54
	285.85	315.53			601.38	182.17	783.55
2,048.81	14.13	17.06	9.72	192.10	2,281.82	11.66	2,293.48
668.00	841.27	8,114.27	2,073.88	10.00	11,707.42		11,707.42
15,941.01	27,000.94	132,931.06	26,422.40	1,682.01	203,977.42	2,410.79	206,388.21

show (1) a decrease of 45 in the number of settlement farm schools; (2) (3) a decrease of 3,210 in the number of pupils enrolled in settlement farm at settlement farm schools; and (5) a decrease of ₦49,611.12 in the esti-

per cent; in the number of teachers in settlement farm schools, 12 per cent; in the total number of hectares cultivated at settlement farm schools, 19 per cent.

among people who were more or less nomadic, with the idea of encouraging Now these schools are found in many communities where the people are

No. 18.—*Agricultural Clubs*

A table showing, by divisions and for the Islands, the number of boys' and girls' agricultural clubs, the number of club members with projects, the value of products produced by club members, and other relevant information, for the school year 1922-23.

Division	Number of Boys' and Girls' Agricultural Clubs	Number of Club Members with Projects					Value of Production from Projects of Club Members							Num-ber of Hogs Owned by Club Mem-bers	Poultry Owned by Club Mem-bers		
		Number of Club Members with Projects					Value of Production from Projects of Club Members										
		Gar-den	Hog	Poul-try	Fruit	Corn	Cook-ing	Total	Vege-table	Hog	Poultry	Fruit	Field Crops			Cooking	Total
Abra	6	56	1	12	7			76	P1,384.26	P460.00	P1,441.79	P461.82			P3,747.87	25	353
Agusan	3	23		34	11			78	152.50		520.12				903.87		500
Albay	39	21	20	474	62			577	1,974.00	3,121.84	2,505.00				7,558.12	48	4,719
Antique	10			80	38			126			833.39	176.49			1,129.88		1,586
Bataan	20	32		84	25			165	502.76		926.88			P430.66	2,260.30		1,374
Batanes	6		17	32		11		60		420.00					632.25	45	200
Batangas	50	42	219	171	11	66	24	533	474.00	8,920.00	4,600.01	210.50		120.00	14,525.73	816	4,067
Bohol	24	63	9	163	55			290	665.64	177.00	3,341.96	209.49			4,385.09	41	3,459
Bukidnon	31	145	6	14		11		176	946.07	129.00	180.40		296.17		1,551.64	6	2,216
Bulacan	34	266	2	289				557	3,491.10	46.95	2,854.71				6,392.76	5	2,683
Cagayan	119	553	124	403	95		182	1,357	18,505.49	2,489.15	14,888.19	997.20	160.00	6,521.50	43,561.53	204	7,003
Camarines Norte	13	112		71				183	1,269.83		617.38				1,887.21		2,042
Camarines Sur	24	248		89				337	3,109.40		1,573.10				4,682.50		2,216
Capiz	19	54	19	105	83		39	300	1,571.68	418.17	3,040.32	2,191.20	232.64	359.22	7,819.23	31	5,207
Cavite	17	51	13	134	153	56	26	433	402.77	796.00	3,829.62	1,338.78	570.25	164.00	7,156.42	86	2,003
Cebu	50	163	42	90	167	71		533	328.50	431.85	476.05	132.50	124.50		1,493.40	110	791
C. L. A. S. I.	4	99	5	3	21			128	1,629.92	502.00	165.00	219.00			2,515.92	44	155
Davao	9	32	7	33	1			73	165.00	75.00	583.83	2.50			826.33	6	430
Ilocos Norte	59	119	169	439	84	17	75	903	2,332.91	3,441.05	15,718.16	3,164.00	402.18	989.71	26,043.11	391	36,774
Ilocos Sur	29	318	37	254	50	60	20	739	2,859.53	306.00	2,770.51	110.00	300.00	265.53	6,611.57	39	5,063
Iloilo	200	141	555	133	51	118	118	1,198	1,796.53	5,827.00	5,618.43	137.00	240.50	898.95	14,518.41	375	5,671
Isabela	23	501	319	607	21	46	60	962	9,130.21	1,345.70	6,202.18	608.05	420.20	222.50	17,923.84	70	6,027
Laguna	28	15						11	84.60		9,094.60				9,154.60		6,170
Lanao	1																
Leyte	32	10	15	250	3		5	283	214.11	197.65	1,786.92		210.00	57.50	2,466.18	27	2,605
Marinduque	19		112	9				121	86.50		76.80				163.30		139
Masbate	44	6		106				112	28.00		770.77				798.77		1,116

Mindoro	25	116	20	210	9	34	389	253.46	500.00	630.69	20.00	279.43	1,683.58	150	971	
Misamis	23	---	---	270	---	---	270	---	---	6,787.22	---	---	6,787.22	---	9,436	
Mountain	2	121	---	17	---	---	138	15,260.50	---	1,847.90	---	---	17,108.40	---	950	
Nueva Ecija	631	1,146	309	1,196	96	30	113	2,890	7,051.40	2,856.55	5,773.46	92.00	15,967.81	251	8,592	
Nueva Vizcaya	173	---	24	37	12	---	188	---	906.00	1,236.80	40.00	---	2,132.80	72	694	
Occidental Negros	173	289	92	804	---	---	1,186	593.00	3,586.50	11,628.58	5.00	---	15,813.08	432	13,592	
Oriental Negros	10	45	---	21	38	---	184	611.64	---	1,146.00	403.00	---	1,160.64	---	270	
Palawan	73	14	5	71	43	---	133	45.00	162.75	1,626.29	786.06	---	2,620.10	81	2,180	
Pampanga	17	184	7	96	---	10	27	2,010.35	305.50	1,230.09	---	205.00	3,750.94	23	2,270	
Pangasinan	72	108	214	751	78	3	39	3,351.49	7,561.30	17,963.45	2,147.38	30.30	31,900.98	658	31,883	
Philippine Normal School	3	41	6	16	---	---	65	400.47	220.00	333.55	---	---	954.02	73	833	
Rizal	38	245	29	130	20	21	182	1,244.38	650.00	2,080.60	25.00	175.00	4,394.90	29	1,591	
Romblon	62	---	32	326	132	---	490	---	588.65	5,035.93	3,809.42	---	9,434.00	48	10,885	
Samar	234	12	118	409	86	55	90	770	500.00	5,472.40	1,611.87	8,138.75	20,093.32	376	6,314	
Sorsogon	70	10	---	---	6	297	242	555	122.50	20.00	5.25	1,164.00	1,311.75	---	50	
Surigao	15	112	---	152	---	---	264	206.58	---	520.00	---	---	726.58	---	639	
Tarlac	24	134	35	725	32	---	416	2,229.76	2,132.30	3,496.22	510.28	---	8,368.56	130	3,624	
Tayabas	53	48	32	725	243	---	160	4,816.00	480.00	11,120.75	8,184.00	957.16	25,557.91	114	14,500	
Union	42	423	---	532	388	---	1,343	4,114.75	---	6,554.46	1,201.40	---	11,870.61	---	19,746	
Zambales	32	93	72	113	10	11	75	1,603.49	1,256.50	2,996.05	118.75	158.74	7,025.70	157	2,888	
Zamboanga	20	44	35	24	---	6	2	111.00	750.00	410.00	---	35.00	1,306.00	35	608	
Total	2,511	6,335	1,891	11,064	2,446	606	1,537	23,879	97,691.08	55,215.71	171,458.56	28,963.94	12,830.73	15,564.21	4,998	235,305

1 Central Luzon Agricultural School

No. 18.—*Agricultural Clubs—Continued*

Division	Name and Address of the Club Member Receiving the Largest Money Return, Based on Market Value of Products, from His Club Work			Value of Products	Name of Contest in Which Enrolled	Number of Club Members Obtaining a Production Of—		
	Number of Fruit Trees Cared for by Club Mem- bers	Name	Age			₱25-₱50	₱50-₱75	₱75-₱100 or More
Abra Agusan Albay Antique Bataan Batanes Batangas Bohol Bukidnon Bulacan Cagayan Camarines Norte Camarines Sur Capiz Cavite Cebu C. L. A. S. ¹ Davao Ilocos Norte Ilocos Sur Iloilo Isabela Laguna Lanao Leyte Marinduque Masbate Mindoro Misamis Mountain Nueva Ecija Nueva Vizcaya	5,949	Severino Balitnang Valero Campos Roman Morco Federico Vicente Jose Austria	20 15 14 19 17	Daguioan, Abra Guadalupe, Talacogon, Agusan Camalig, Albay Bugason, Antique Pilar, Bataan	Poultry raising Corn growing Pig raising Poultry raising Vegetable growing	18 11 117 2 16	6 5 50 32	3 15
	2,074	Valentin Horcajo Teofilo Ingoto Venancio Campilan Ruperto Am Leon Santos	16 18 20 18 16	Basco, Batanes Bauan, Batangas Mabini, Bohol Malaybalay, Bukidnon San Agustin, Hagonoy, Bulacan	Field crops Pig raising Poultry raising Poultry raising Vegetable growing	57 161 35 12 136	2 98 9	13
	856	Narciso Albano Ricardo de la Torre Eriberto Ursua Claro Kimpo Daniel Salgado	9 16 19 15 16	Alhoro, Pamplona, Cagayan Labo, Camarines Norte Libmanan, Camarines Sur Numancia, Lezo, Capiz Banaba, Indang, Cavite	Poultry raising Poultry raising Vegetable growing Poultry raising Poultry raising	257 30 56 217 56	150 10 2 10 6	38 10 6
	2,459	Godofredo Villariaa C. L. A. S. ¹ Pablo de la Rosa Lino Bondoc Buenaventura Raña Gaspar Recel	14 20 11 12 14	Carcar, Cebu C. L. A. S. ¹ Muñoz, Nueva Ecija Sta. Cruz, Davao Pirmil, Ilocos Norte Sta. Catalina, Ilocos Sur	Poultry raising Pig raising Poultry raising Poultry raising Vegetable growing	9 65 5 253 325	2 1 1 93 60	1 3 1 10 2
	2,196	Miguel Ledesma Pedro Sicuan Tranquillo Banca Macarapat Alaaya Leopoldo Lim	10 13 10 12 13	Jaro, Iloilo Cabaigan, Isabela San Roque, Pila, Laguna Ditsan-Ramain, Lanao Jaro, Leyte	Pig raising Fruit Poultry raising Gardening Poultry raising	164 53 168 1 13	25 9 85 4	13 4 2
	180	Rufino Marciano Iladio Marvilla Malacas Medina Francisco Maagad Ambrosio Garcia	12 15 15 19 28	Mogpog, Marinduque San Jacinto, Masbate Baco, Calapan, Mindoro Cagayan, Misamis La Trinidad, Benguet, Mountain	Poultry raising Poultry raising Poultry raising Poultry raising Gardening	1 2 200 49 40	22 13 29	10 1 21
	1,222	Federico Criosostomo Juan Gauan	12 16	San Antonio, Nueva Ecija Bayombong, Nueva Vizcaya	Poultry raising Poultry raising	83 45	35 24	1 1

Occidental Negros	272	Ignacio Yulo	23	Binalbagan, Occidental Negros	201.93	Poultry raising	197	45	7	7
Oriental Negros	825	Teofilo Flores	20	Mangao, Dumaguete, Oriental Negros	13.00	Fruit				
Palawan	100	Rafael Sandoval	12	Coron, Palawan	250.00	Poultry raising	13	2	1	1
Pampanga	554	Orestes Meneses	18	Mexico, Pampanga	132.85	Poultry raising	45	14	4	2
Pangasinan	8,976	Alejandro Reyes	18	San Carlos, Pangasinan	176.20	Pig raising	414	98	35	15
Philippine Normal School		Luis de los Reyes	15	329 Beata, Pandacan, Manila	165.00	Pig raising	14	2	1	1
Rizal	382	Arsenio Castillo	12	Las Pinas, Rizal	80.00	Pig raising	51	4	1	
Romblon	1,704	Jose Maulon	17	Odiongan, Romblon	367.62	Poultry raising	32	5	6	9
Samar	6,604	Enrique Remhr	16	Calbayog, Samar	190.00	Poultry raising	175	52	24	47
Sorsogon	7,215	Regino Malines	20	Pilar, Sorsogon	23.20	Vegetable growing	1			
Surigao		Zolio Villapani	16	Burgos, Tandag, Surigao	23.00	Poultry raising				
Tarac	948	Atlano del Moral	15	Victoria, Tarac	265.50	Poultry raising	139	13	8	7
Tayabas	21,863	Florencio Mercado	16	Alabat, Tayabas	51.00	Poultry raising	1,207	6		
Union		Enrique Flores	11	Rosario, Union	139.35	Poultry raising	124	11	3	1
Zambales	6,061	Ricardo Farin	16	San Narciso, Zambales	168.81	Gardening	67	18	2	1
Zamboanga	132	Catalino Fernandez	13	Manicahan, Zamboanga	37.48	Poultry raising	9			
Total	98,040				7,321.98		5,145	936	311	201

¹ Central Luzon Agricultural School.

When compared with statistics for the school year 1921-22, the figures in Table 18 show (1) an increase of 1,034 in the number of agricultural clubs; (2) an increase of 4,046 in the number of club members; (3) an increase of ₱329.83 in the estimated value of agricultural-club products; (4) increases in the number of pupils enrolled in all contests except corn growing; and (5) increases in the value of production in all contests except poultry raising, cooking, and hog raising.

The rate of increase in the number of agricultural clubs was 70 per cent; in the number of club members, 20 per cent; in the estimated value of agricultural-club products, .09 per cent.

No. 19.—*School and Home Gardens*

A table showing, by divisions and for the Islands, the number of school and home gardens, the number of schools with improved grounds, and the number of grounds with permanent fences constructed of wire with concrete or strong wooden posts, for the school year 1922-23.

Division	Gardens										Grounds										
	Number of Schools with School Gardens		Number of Pupils with Home Gardens		Estimated Area (in Hectares)		Estimated Value of Products Raised (in both School and Home Gardens)		Number of Pupils Taking Vegetable Gardening				Number of Schools with Improved Grounds		Number of Grounds with Permanent Fences Constructed of Wire with Concrete or Strong Wooden Posts						
	Primary	Intermediate	Total	Primary	Intermediate	Total	Primary	Intermediate	Total	Primary			Intermediate			Boys	Girls	Total	Grand Total	Number of Schools with Improved Grounds	Number of Grounds with Permanent Fences Constructed of Wire with Concrete or Strong Wooden Posts
										Boys	Girls	Total	Boys	Girls	Total						
Abra	72	7	79	874	231	1,105	90	5,370.12	1,249	87	1,336	239	—	239	—	—	1,575	38	7	3	
Agusan	16	2	18	924	124	1,048	5	2,899.20	537	82	619	79	—	79	—	—	698	45	34	2	
Albay	161	19	180	5,246	466	5,712	73	18,649.33	5,274	—	5,274	662	—	662	—	—	5,936	123	—	—	
Antique	95	14	109	3,466	384	3,850	82	10,204.58	2,604	923	3,527	486	93	579	—	—	4,106	76	—	—	
Bataan	33	6	39	586	119	705	7	6,620.62	586	—	586	183	—	183	—	—	769	22	—	—	
Batanes	8	4	12	127	97	224	7	2,711.41	127	—	127	97	—	97	—	—	224	6	—	—	
Batangas	153	18	171	5,075	654	5,729	27	25,351.76	4,408	—	4,408	605	—	605	—	—	5,013	95	22	19	
Bohol	257	25	282	5,003	747	5,750	61	27,168.11	5,080	—	5,080	783	—	783	—	—	5,863	191	5	26	
Bukidnon	58	2	60	480	145	625	4	6,697.82	1,869	1,869	1,869	171	—	171	—	—	2,040	31	19	—	
Bulacan	100	20	120	1,338	664	2,002	26	4,950.97	1,508	—	1,508	680	—	680	—	—	2,188	97	—	—	
Cagayan	177	34	211	8,164	1,585	9,749	147	60,841.20	4,073	—	4,073	756	—	756	—	—	4,829	126	6	1	
Camagines Norte	31	6	37	1,524	120	1,644	16	4,494.67	1,524	—	1,524	120	—	120	—	—	1,644	25	1	—	
Camagines Sur	145	16	161	5,977	446	6,423	67	22,130.33	4,278	—	4,278	420	—	420	—	—	4,698	116	3	8	
Capiz	143	30	173	2,710	556	3,266	83	34,563.09	2,710	—	2,710	556	—	556	—	—	3,266	131	9	18	
Cavite	51	14	65	1,182	302	1,484	34	9,391.77	2,177	—	2,177	560	—	560	—	—	2,737	39	18	29	
Cebu	354	46	400	9,160	1,622	10,782	117	29,809.52	11,332	138	11,470	1,901	—	1,901	—	—	13,371	123	29	7	
C. L. A. S. ¹	1	1	2	—	—	—	10	2,964.29	2,169	70	2,239	81	—	81	—	—	2,320	64	1	1	
Cotabato	94	2	96	536	26	562	21	10,171.59	3,236	233	3,469	519	7	526	—	—	3,995	49	1	11	
Davao	99	8	107	1,603	515	2,118	65	20,261.94	2,783	—	2,783	462	—	462	—	—	3,245	158	11	8	
Ilocos Norte	172	21	193	2,491	434	2,925	43	17,248.68	3,261	—	3,261	—	—	—	—	—	3,945	135	1	23	
Ilocos Sur	193	22	215	2,393	585	2,978	47	19,774.14	3,261	51	3,812	633	—	633	—	—	3,945	135	1	23	
Iloilo	270	29	299	10,169	983	11,152	68	26,867.50	10,169	—	10,169	983	—	983	—	—	11,152	211	23	—	

Isabela	96	8	104	3,059	850	3,909	20	30,950.39	3,059	860	3,919	65	12
Laguna	71	23	94	3,001	626	3,827	19	10,025.05	2,811	664	3,475	41	32
Lanao	35	7	42	433	6	439	54	8,397.73	924	84	1,082	71	24
Levite	334	23	357	3,765	579	4,844	76	19,916.06	5,644	584	6,204	218	51
Manila	11	4	15	23	21	44	2	3,344.00	1,136	854	1,990	5	5
Marikina	55	4	59	1,299	115	1,244	5	1,287.78	971	89	1,062	24	10
Masbate	49	5	54	3,997	98	1,095	24	3,529.48	1,115	155	1,303	15	5
Mindoro	67	15	82	2,355	695	3,050	41	4,041.89	2,355	695	3,050	15	8
Misamis	160	17	177	2,421	286	2,707	47	13,921.85	3,404	458	4,069	53	9
Mountain	138	10	148	2,503	144	2,647	141	22,835.95	5,416	592	6,316	82	8
Nueva Ecija	202	24	226	2,508	705	3,213	82	20,008.00	3,768	1,434	5,220	93	7
Nueva Vizcaya	33	7	40	514	95	609	63	6,371.00	655	75	852	29	10
Occidental Negros	130	29	159	3,542	1,500	5,042	85	19,823.27	5,226	1,431	8,118	69	37
Oriental Negros	87	23	110	1,360	332	1,692	23	9,994.26	2,227	219	2,915	51	8
Palawan	92	10	102	1,967	195	2,162	55	2,558.00	2,013	233	2,441	21	7
Pampanga	105	22	127	3,952	820	4,772	54	18,335.65	3,239	657	3,896	61	24
Pangasinan	335	39	374	8,858	1,825	10,683	152	80,326.08	10,197	1,910	12,107	231	32
Philippine School	1	1	1	---	41	41	1	892.91	---	72	72	1	1
Rizal	62	21	83	1,214	404	1,618	46	5,394.20	1,809	765	2,574	33	16
Romblon	51	7	58	855	221	1,076	25	4,847.00	855	221	1,076	39	3
Samar	220	18	238	4,320	501	4,821	41	33,089.00	4,535	513	5,334	146	50
Sorsogon	110	11	121	2,740	274	3,014	13	10,598.50	2,740	274	3,014	80	25
Sulu	66	3	69	363	10	373	25	580.24	1,027	63	1,090	47	29
Surigao	53	4	57	901	53	959	22	2,202.05	767	396	1,243	29	9
Tarlac	138	16	154	2,807	867	3,674	41	69,251.59	2,865	878	3,743	83	21
Tayabas	149	25	174	4,093	816	4,849	29	31,232.25	2,246	1,213	5,052	8	6
Union	94	15	109	4,982	987	5,479	60	24,667.54	4,492	887	5,879	58	25
Zambales	58	13	71	5,257	1,165	6,422	43	11,254.62	3,751	1,774	6,705	33	13
Zamboanga	88	9	97	1,201	276	1,477	24	5,545.75	1,216	75	1,578	86	26
Total	5,771	759	6,530	139,598	25,318	164,916	2,413	846,314.73	149,548	28,004	188,670	3,689	752

1 Central Luzon Agricultural School

When compared with statistics for the school year 1921-22, these figures show (1) an increase of 18 in the number of school gardens; (2) an increase of 3,468 in the number of pupils having home gardens; and (3) a decrease of 84 hectares in the total estimated area of all gardens cultivated by pupils.

The rate of increase in the number of school gardens was .3 per cent; in the number of pupils having home gardens, 2.2 per cent.

The rate of decrease in the area of all gardens cultivated by pupils was 3.3 per cent.

No. 20.—*Garden-Day Celebrations*

A table showing, by divisions and for the Islands, the number of garden-day celebrations during the school year 1922-23.

Division	Number of Garden-Day Celebrations Held	Number of Pupils Exhibiting Products	Number of Farmers Exhibiting Products	Number of Garden-Day Celebrations at Which Other Bureaus, Organizations, or Firms Were Represented with Booths			
				Bureau of Agriculture	Bureau of Forestry	Bureau of Health	Others
Abra.....	20	1,854	604			2	6
Agusan.....	62	2,766	763				
Albay.....	18	12,866	1,018				2
Antique.....	13	6,250	507			1	4
Bataan.....	19	1,148	333		2	1	4
Batanes.....	6	1,042	76				
Batangas.....	33	6,640	399	4		6	
Bohol.....	43	8,114	5,658	1		12	10
Bukidnon.....	6	1,215	366				
Bulacan.....	13	5,973	103			4	
Cagayan.....	27	10,352	552	2	1	3	30
Camarines Norte.....	9	2,970	311				
Camarines Sur.....	31	11,667	600	1		13	11
Capiz.....	62	9,133	1,300			3	12
Cavite.....	29	5,747	682			3	9
Cebu.....	60	20,611	958	1		9	3
C. L. A. S. ¹	1	364	13				
Cotabato.....	15	3,638	614				2
Davao.....	32	1,500	85				
Ilocos Norte.....	24	15,119	653				
Ilocos Sur.....	50	13,761	3,015	2		10	22
Iloilo.....	34	15,843	602				10
Isabela.....	15	3,540	168			1	2
Laguna.....	28	13,277	789	2		2	4
Lanao.....	7	1,411	68				
Leyte.....	201	23,266	1,730	5	1	7	5
Manila.....							
Marinduque.....	5	1,439	211				
Masbate.....	11	3,652	346				
Mindoro.....	20	5,511	709			1	11
Misamis.....	18	9,894	466			4	
Mountain.....	33	6,177	2,498	3		4	8
Nueva Ecija.....	30	9,501	329	3	3	7	11
Nueva Vizcaya.....	9	1,197	210	1			
Occidental Negros.....	43	12,024	213		1	1	4
Oriental Negros.....	26	7,259	389	2		8	4
Palawan.....	11	1,537	408				4
Pampanga.....	25	4,749	79			7	
Pangasinan.....	148	26,795	1,740	1		1	34
Philippine Normal School.....	1	115					
Rizal.....	29	5,693	526				1
Romblon.....	36	3,993	1,495				
Samar.....	46	6,286	965			2	1
Sorsogon.....	15	12,360	993	1	1	1	1
Sulu.....	1	400					
Surigao.....	17	4,156	77				
Tarlac.....	68	5,373	116			1	2
Tayabas.....	28	1,800	1,934	1	2	4	
Union.....	17	11,727	1,637			6	15
Zambales.....	17	5,484	1,261	2	1	8	12
Zamboanga.....	22	3,634	545				
Total.....	1,534	350,723	39,114	32	12	132	244

¹ Central Luzon Agricultural School.

When compared with statistics for the school year 1921-22, these figures show (1) a decrease of 246, or 14 per cent, in the number of garden-day celebrations; (2) an increase of 3,263, or 1 per cent, in the number of pupils exhibiting products at garden-day celebrations; and (3) a decrease of 9,138, or 19 per cent, in the number of farmers exhibiting products at garden-day celebrations.

No. 21.—Nurseries

A table showing, by divisions and for the Islands, the number of trees and plants in school nurseries, and the number distributed during the school year 1922-23.

Division	Nurseries											
	Number of Schools Having Them				Number of Fruit Trees Distributed to People of Communities	Number of Other Trees Distributed to People of Communities	Number of Ornamental Plants Distributed to People of Communities	Number of Fruit Trees Planted by Pupils at Their Homes	Number of Other Trees Planted by Pupils at Their Homes	Number of Ornamental Plants Set out by Pupils at Their Homes	Number of All Kinds of Trees in Nurseries at End of School Year	
	Primary	Intermediate	Secondary	Total								
Abra	45	6		51	2,016	1,444	655	3,294	1,442	401	19,210	
Agusan	52	3		55	1,842		108	2,625	1,341	1,392	3,274	
Albay	33	14	1	48	1,335	445	3,373	11,391	2,372	4,313	2,395	
Antique	35	14		49	595	245	244	8,258	1,889	1,695	932	
Bataan	18	5		23	562	146	182	10,295	297	9,220	211	
Batanes								216	58	37		
Batangas	68	13		81	6,927	3,584	2,533	6,274	3,014	6,141	10,984	
Bohol	245	24	1	270	12,148	5,632	4,902	52,354	21,160	20,594	5,545	
Bukidnon	35	2	1	38	1,511	400	20	4,937	710	76	6,881	
Bulacan	12	11		23	733	215	1,240	4,944	1,721	2,705	640	
Cagayan	64	14	1	79	3,688	1,262	1,390	10,777	6,459	3,704	2,483	
Camarines Norte	10	3		13	404	368	364	6,405	2,245	1,277	689	
Camarines Sur	25	10	1	36	545	181	337	8,583	2,981	4,687	3,012	
Capiz	96	30		126	8,676	9,505	9,428	22,768	6,543	35,882	2,154	
Cavite	110	33		143	5,705	2,036	2,964	7,845	4,720	8,436	1,617	
Cebu		1	1	2	995	20	403				632	
C. L. A. S. ¹	9	2		11	3,817	250	3,123	4,275	550	3,080	7,264	
Cotabato	36	7		43	935	102	65	2,041	305	811	1,827	
Davao	100	16		116	5,258	2,911	4,155	8,037	3,611	3,405	5,540	
Ilocos Norte	93	23		116	2,602	914	1,150	8,993	3,180	4,415	4,119	
Ilocos Sur	40	9		49	1,395	198	904	80,986	6,793	7,938	962	
Iloilo	40	9		49	1,553	465	290	4,840	1,117	812	5,067	
Isabela	14	7		21	124	434	976	3,136	1,203	1,384	140	
Laguna	8	1		9	3,179	140	2,158	664	574	606	418	
Lanao	168	22		190	11,790	2,764	8,120	19,797	7,447	13,994	12,731	
Leyte							106	125	468	684		
Marinduque	16	5		21	369	103	37	2,136	949	1,171	353	
Masbate	38	15	1	54	5,029	4,720	5,223	11,583	1,866	7,522	500	
Mindoro	41	7		48	1,108	302	409	3,377	646	1,037	1,850	
Misamis	52	2	1	55	660	1,155		9,173	12,794	1,226	30,351	
Mountain	202	24		226	6,808	2,985	6,026	12,415	5,520	17,687	694	
Nueva Ecija	23	6		29	903	389	324	2,135	413	318	937	
Nueva Vizcaya	15	10		25	3,084	708	5,775	15,618	5,793	4,458	1,378	
Occidental Negros	37	14		51	3,460	188	288	6,314	19,956	4,088	8,031	
Oriental Negros	20	4		24	803	333	647	4,057	1,244	815	1,474	
Palawan	41	9	1	51	1,118	433	3,840	13,191	3,006	2,782	2,029	
Pampanga	235	37		272	20,672	6,947	8,397	70,666	18,116	15,676	7,712	
Pangasinan		1	1	2	30		47	15		84	147	
Philippine Normal School	12	11		23	2,051	25	394	15,938	954	4,004	719	
Rizal	12	6	1	19	2,300	500	250	1,950	205	260	560	
Romblon	149	17	2	168	2,650	1,600	2,196	26,087	22,087	9,876	7,151	
Samar	43	11		54	1,002	617	702	4,799	2,226	1,411	2,532	
Sorsogon		3		3	50		500	443		500	2,205	
Sulu	8	1		9	73		32	627	218	313	162	
Surigao	77	11		88	1,585	710	1,465	5,373	2,445	2,914	1,038	
Tarlac	12	6		18	18,230	2,640	115	20,156	11,196	867	12,163	
Tayabas	59	13		72	8,278	1,031	789	60,579	1,669	2,389	5,350	
Union	35	12		47	1,093	240	210	14,944	3,185	3,565	1,292	
Zambales	19	2		21	1,344	620	932	2,890	463	1,800	8,049	
Zamboanga	17	8		25	1,835	491	1,514	16,859	2,877	5,424	3,538	
Total	2,519	514	13	3,046	162,870	60,506	89,396	615,285	200,028	227,876	198,912	

¹ Central Luzon Agricultural School.

When compared with statistics for the school year 1921-22, these figures show (1) an increase of 509, or 20 per cent, in the total number of school nurseries; (2) an increase of 56,992, or 22 per cent, in the total number of trees and plants distributed by school nurseries; (3) an increase of 220,726, or 27 per cent, in the total number of trees and plants set out by pupils at their homes; and (4) an increase of 56,278, or 40 per cent, in the total number of trees in school nurseries at the end of the school year.

A table showing, by divisions and for the Islands, the number of pupils and the estimated value of production in industrial classes of commercial consequence during the school year 1922-23.

[illegible]

Misamis	2,365	922	5,563.44	1	2,541	24	288.25	362	298	1,373.01
Mountain										387.18
Nueva Ecija	296	138	826.10	2,541	1,230		4,577.00	4,092	1,061	10,440.69
Nueva Vizcaya		194	964.97					291		292.00
Occidental Negros	3,010	1,741	10,258.09	169	433		1,218.80	1,843	437	2,622.80
Oriental Negros	1,228	534	2,273.77	646	482	46	2,652.81	723	544	3,467.02
Palawan	25	65	182.44	70	53		197.09	319	118	599.56
Pampanga	1,472	464	1,647.88	469	310		794.60	823	475	2,364.79
Pangasinan	4,548	3,843	30,626.25	2,504		25	5,344.01	4,452	1,576	13,702.65
Philippine Normal School	139	104	568.05			27	20.65	142	39	335.81
P. S. A. T. ²										
Rizal	1,864	1,081	1,275.76					4,242	677	4,884.91
Romblon	199	137	1,815.70	228	68		296.65	275	150	1,160.69
Samar	150	732	2,285.00	2,220	285		5,161.75	1,867	148	3,465.80
Sorsogon	594	243	1,063.79	1,005	430	3	3,107.80	605	291	4,059.96
Sulu	90	41	29.60					395		387.50
Surigao	864	317	904.41	151	8		52.98	824	89	1,869.47
Tarlac	1,984	928	5,004.83					1,216	653	3,832.89
Tayabas	1,410	536	2,393.59	713	442		2,079.00	2,301	561	10,904.22
Union	2,432	1,436	3,592.51			162	65.58	1,265	783	3,703.58
Zambales	1,184	569	3,093.42					1,556	252	2,394.79
Zamboanga	250	136	203.81	130	80		460.25	133	59	200.71
Total	63,065	34,657	163,513.36	24,588	10,880	361	69,283.76	80,001	26,380	217,979.48

¹ Central Luzon Agricultural School.² Philippine School of Arts and Trades.

No. 22.—*Industrial Enrolment and Production—Continued*

Division	Municipal Shops			Provincial Trade Schools or Provincial School Shops			Miscellaneous			Total	
	Number of Pupils			Number of Pupils			Number of Pupils			Enrolment	Estimated Value of Production
	Primary	Interme- diate	Second- ary	Interme- diate	Second- ary	Estimated Value of Production	Primary	Interme- diate	Second- ary		
Abra							1,167	67		3,115	P6,328.60
Agusan							515	118		1,442	5,807.23
Albay	54					P17,688.30	739	54		8,610	41,017.39
Antique	97			71		1,435.42	3,589	82		7,217	7,773.83
Bataan							1,233			3,421	4,282.34
Batanes				43		1,075.00	204	14		503	1,772.36
Batangas				101	23	6,706.75	3,544	77		9,551	24,526.92
Bohol				117		12,753.01	3,495	259		11,625	32,557.80
Bukidnon	4									34	712.00
Bulacan				95		7,915.29	1,364	86		9,100	20,432.33
Cagayan				106		6,965.64	3,140	282		9,872	59,978.80
Camarines Norte							30	133		1,300	2,443.92
Camarines Sur				115		2,476.10	48	308		5,191	15,993.00
Capiz				109		10,945.25	3,711	314		10,231	32,998.55
Cavite							2,046	163		8,312	12,999.35
Cebu				114		15,467.40	303	45		18,110	40,694.30
C. I. A. S. I.				30	98	2,515.92				159	2,846.62
Cotabato							1,569	91		2,740	2,167.26
Davao	17					205.44	380	50		696	2,394.03
Ilocos Norte	485			89	31	2,223.11	3,644	78		11,064	29,735.06
Ilocos Sur				91		4,875.10	6,504	302		16,903	20,237.68
Iloilo				123		11,742.48	7,521	192		20,203	29,045.67
Isabela	413			111		2,435.19	642			2,995	4,928.75
Laguna	762			29		1,773.72	3,788	12		12,053.51	12,053.51
Lanao	45						384	92		846	3,861.16
Leyte				270	70	16,468.30	12,442	602		24,642	72,787.71
Manila	75						3,254			22,097	17,945.39
Marinduque							1,702	62		3,897	3,358.07
Masbate	1						1,984	8		3,856	2,942.45
Mindoro	37						6	167		2,738	2,961.64
Misamis											
Mountain	130					1,882.15	2,112	132		6,322	14,367.70
Nueva Ecija	115					2,774.70	461	172		1,284	5,496.39
	110			60		1,772.14	3,556			13,024	19,286.73

Nueva Vizcaya.....		76	608.00	83	1,577.00	520	133	1,149.00	1,237	4,590.97
Occidental Negros.....		397	5,352.71			2,405	173	1,349.75	10,745	20,802.15
Oriental Negros.....										
Palaian.....		27	334.00	85	5,121.32	1,943	313	4,498.12	6,728	18,347.04
Panapan.....		14	65.15	74	3,195.49	1,304	103	1,080.18	2,145	5,819.91
Pangasinan.....		416	1,512.69	173	15,500.25	1,556	310	1,740.08	6,558	23,560.29
Pangasinan Normal School.....		1,379	25,042.87	189	22,947.84	21,485	1,219	42,045.68	42,386	139,709.30
Philippine Normal School.....						156	91	142.25	893	1,066.76
P. S. A. T. 2.....									691	32,851.27
Rizal.....		247	756.70	137	32,851.27	2,194	187	1,218.33	10,492	8,145.70
Rambon.....		49	7,110.01			1,823	69	1,568.08	2,998	11,951.13
Samar.....		331	4,965.00	153	10,832.33	3,229	100	6,669.50	9,235	33,389.38
Sorsogon.....		160	720.00	65	15,904.13	6,464	94	6,454.06	9,984	31,309.74
Sulu.....										
Surigao.....		36	225.00			161		403.81	723	1,045.91
Tarlac.....		249	5,461.76	128	2,865.36	2,823	179	3,535.58	5,383	8,727.80
Tayabas.....		94	640.14	54	4,151.55	1,213	5	1,145.68	6,422	19,596.71
Union.....		315	600.90	221	5,692.23	3,778	446	22,348.29	10,502	44,027.47
Zambales.....		50	298.24	57	3,467.82	689	93	625.50	7,365	12,055.89
Zamboanga.....				95	1,809.51	1,169	30	1,473.65	4,905	9,069.61
Total.....		11,345	111,046.34	88	5,521.16	218	14	252.49	1,158	6,638.42
Total.....		162	3,386	946	258,141.38	128,197	7,521	383	393,759	987,999.99

¹ Central Luzon Agricultural School.

² Philippine School of Arts and Trades.

When compared with statistics for the school year 1921-22, the figures in Table 22 show (1) an increase of 10,231, or 12 per cent, in the number of pupils taking embroidery; (2) a decrease of \$3,178.25, or 2 per cent, in the estimated value of production in embroidery; (3) an increase of 4,768, or 15 per cent, in the number of pupils taking lace making; (4) an increase of \$11,927.63, or 21 per cent, in the estimated value of production in lace making; (5) an increase of 4,912, or 5 per cent, in the number of pupils taking basketry; (6) an increase of \$30,249.17, or 16 per cent, in the estimated value of production in basketry; (7) an increase of 1,341, or 13 per cent, in the number of pupils enrolled in municipal shops; (8) an increase of \$1,270.67, or 1 per cent, in the estimated value of the output of municipal shops; (9) an increase of 436, or 11 per cent, in the number of pupils enrolled in provincial trade schools and provincial-school shops; and (10) a decrease of \$113,333.86, or 31 per cent, in the value of the output of provincial trade schools and provincial-school shops.

No. 23.—*Voluntary Contributions*

A table showing, by divisions and for the Islands, the details of voluntary contributions for public-school purposes, school year 1922-23.

Division	Form and Amount of Donation					Amount Devoted To—						
	Money	Materials	Labor	Land	Miscellaneous	Total	Salaries	Buildings and Grounds	Libraries	Athletics	Miscellaneous	Balance on Hand
Pangasinan	₱111,906.56	₱43,462.20	₱18,086.99	₱17,155.85	₱2,079.14	₱192,690.74	₱686.40	₱107,883.45	₱14,009.96	₱13,435.07	₱10,227.59	₱46,448.27
Leyte	10,551.23	44,106.58	22,354.00	3,359.00	2,435.00	82,805.81	204.00	74,144.68	1,185.22	3,904.46	3,246.02	121.43
Cagayan	13,121.72	24,415.39	23,062.95	3,382.00	2,556.66	66,232.72	2,255.00	50,185.12	2,040.86	4,226.00	6,002.75	1,528.99
Ilocos Sur	22,530.59	14,150.32	10,041.07	5,525.00	4,008.78	51,255.76	4,989.27	29,409.30	2,444.16	2,544.61	7,324.18	4,544.24
Rizal	10,073.30	4,611.00	5,544.20	25,875.00		46,103.50	1,590.00	42,766.69	95.36	116.75	1,428.37	106.33
Cebu	30,882.13	6,238.30	3,274.00	2,500.00	772.48	43,666.91		12,471.18	6,729.93	9,113.68	5,320.33	10,031.79
Samar	5,478.55	18,568.90	12,499.50	2,500.00	701.38	39,778.33	198.58	38,229.95			1,267.73	82.07
Bohol	12,379.23	12,263.77	11,757.53	1,610.00	1,314.84	39,325.37	594.30	32,056.47	1,933.99	1,822.06	1,214.16	1,704.39
Ilocos Norte	19,148.77	9,578.03	6,978.86	580.00	774.78	37,060.44		16,199.64	3,702.84	6,457.40	4,734.14	5,966.42
Isabela	7,123.37	13,695.00	11,531.50		780.63	33,130.50		25,352.67	2,528.97	3,260.38	1,988.48	
Laguna	13,169.35	8,238.23	2,526.20	1,500.00	6,191.66	31,625.44	7,690.10	13,578.58	1,514.72	2,140.92	5,680.35	1,020.77
Capiz	15,401.61	7,113.45	6,302.31	580.00	2,042.10	31,439.47	4,383.55	15,371.92	1,966.46	6,305.43	2,998.70	423.41
Nueva Vizcaya	18,300.00		12,800.00			31,100.00		31,100.00				
Sorsogon	10,524.51	9,772.17	5,676.35	1,015.00	1,208.11	28,196.14	1,843.00	14,197.04	1,012.59	2,626.85	5,579.00	2,937.66
Bulacan	11,265.05	6,636.60	2,447.64	1,812.00	4,230.78	26,392.07		14,763.87	4,100.41	2,808.26	2,404.28	2,316.25
Pampanga	13,379.66	2,387.14	1,567.61	1,500.00	2,453.55	26,287.96	690.00	8,063.27	3,247.12	5,787.66	5,323.04	2,676.87
Tarlac	11,108.18	7,735.91	2,890.35	2,420.89	811.89	24,967.22	1,360.00	15,359.70	1,969.97	2,416.24	1,704.86	2,156.46
Nueva Ecija	11,235.82	5,630.28	2,923.95	2,075.00	1,592.42	23,432.47	1,141.80	16,478.84	2,436.76	1,663.87	1,222.32	738.88
Batangas	10,791.05	3,290.15	2,089.00	2,800.00	3,432.87	22,462.57	1,245.00	16,653.44	228.17	2,082.81	1,647.11	601.04
Misamis	3,975.80	4,584.00	3,415.00	8,565.00	545.00	21,374.80	111.80	19,628.00	110.00	225.00		1,400.00
Cavite	13,202.30	874.00	1,099.40	750.00	4,708.92	20,634.62	1,019.25	15,511.08	40.76	345.54	3,717.99	
Zambales	10,675.06	5,838.93	3,577.40		254.92	20,447.31	6,243.64	10,003.75	927.62	936.89	3,765.26	570.25
Bataan	13,845.80	5,037.00	2,189.05	436.63	357.28	17,866.76	1,140.16	9,330.68	1,883.15	2,128.10	3,142.29	243.38
Tayabas	11,878.88	2,693.31	2,550.00	250.00	762.30	15,899.49	5,324.34	4,483.50	1,184.74	1,188.58	1,716.61	2,001.72
Union	7,636.92	4,933.67	2,259.70	725.00	231.00	15,786.29	65.88	7,823.02	1,729.81	2,145.49	2,052.11	1,969.98
Occidental Negros		7,276.44	5,016.75	1,850.00	710.00	14,853.19		13,583.19			1,000.00	
Acusan	695.70	4,513.50	2,028.75	2,890.00	3,560.00	13,627.95	688.70	12,566.25		6.00	360.00	7.00
Iloilo	3,302.08	1,472.00	50.00	8,580.84	176.00	13,850.92	334.50	11,314.09	383.18	570.05	387.96	141.14
Marikina	5,791.01	5,490.50	1,756.70	290.00	149.19	13,407.40	700.00	7,346.00	1,895.59	737.41	1,644.75	1,083.65
Palawan	3,231.70	3,823.00	3,495.00	410.00	2,125.00	13,084.70	1,650.00	10,323.33	416.31	187.92	326.18	180.96
Mountain Province	392.05	6,430.00	5,360.00	350.00	421.00	12,953.05		12,290.00		263.05	430.00	
Mindoro	2,152.19	4,238.20	2,970.25	2,030.00	265.00	11,655.64		9,965.93	850.89	619.60	219.22	

No. 24.—*School Health Work*

A table showing, by divisions and for the Islands, statistics on health work in the public schools during 1923.

Division	Number of Schools in Which Pupils Were Examined or Inspected	Number of Pupils Examined or Inspected				Number of Nurses Visiting Schools and Rendering Service to Pupils				Number of Schools Visited			Number of Nurses Visiting Homes of Pupils			Number of Homes of Pupils Visited by Supervising Teachers of Hygiene and Sanitation	Number of Schools in Which Dental Clinics Were Held	With Trained Nurses in Charge	With Teachers in Charge
		By District Officers	By Municipal Health Officers	By Supervising Teachers and Sanitation	By Red Cross Nurses	Provincial and Municipal Nurses	Supervising Teachers of Hygiene and Sanitation	Red Cross Nurses	By Provincial and Municipal Nurses	By Supervising Teachers and Sanitation	By Red Cross Nurses	Provincial and Municipal Nurses	Supervising Teachers of Hygiene and Sanitation	Red Cross Nurses					
Abra	66	3,172	1,884	3,491	3,010		7	1	54				1			222	48	1	5
Agusan	41	3,806	18,275	18,397		4	1		13	128		2				420	17		2
Albay	139	3,806	18,275	18,397		4	1			56						398	7	1	6
Antique	59	1,187	6,500	8,708				1				2					13		
Bataan	20		2,232		380	4													
Batanes	8	1,059			399			1	1										9
Batangas	116	14,014			13,852	2		2	14	40							91		2
Bohol	207	3,191	32,157		3,629	5		3	4	71							47		7
Bukidnon	22	1,583				1			1	7									
Bulacan	167	6,112	25,097		11,361	22		14	43	48		13		8		58			40
Cagayan	117	3,295	10,186		4,650	4		1	20	18		4		1		36			
Camarines Norte	16	233	3,298			1	1		8			1		4		2			
Camarines Sur	90	4,916	7,354		2,720	2		4	17	19		2		4		47		1	1
Capiz	91	10,013	11,759		8,255	1		1	2	22		1		1		12	1	2	7
Cavite	43	399	4,386	14,702	4,386		1			43				4		23			
Cebu	234	9,187	21,048		23,905			4		100				4		39	4	2	2
C. L. A. S. 1	2	220		530			1			2				1		45			
Cotabato	26	167	2,198		1,617			1	1	27				1		9			
Davao	33	297	2,562		2,892			1	14	92		4		1		1,787	26	1	18
Ilocos Norte	110	1,797	6,367	10,872	3,901	4	1	1	33	115		40	2	1		344	73		35
Ilocos Sur	169	14,410	9,850	1,300	1,300	2	1	1	80	160		1	1	1		100	30	2	44
Isabela	280	300	23,518	20,218	15,000	1	1	1	20	18				1		3			
Laguna	86	1,246	6,241		2,660			2	1	70		7		1		37			
Lanao	50	12,188	18,579	19,780		7		2	40	50				1		6			

[illegible]

When compared with statistics for the previous year, these figures show (1) an increase of 918 in the number of schools in which pupils were examined; (2) an increase of 67,737 in the number of pupils examined by district health officers; (3) an increase of 59,809 in the number of pupils examined by municipal health officers; (4) an increase of 22,183 in the number of pupils examined by supervising teachers of hygiene and sanitation; (5) an increase of 168,572 in the number of pupils examined by Red Cross nurses; (6) a decrease of 22,195 in the number of homes of pupils visited by supervising teachers of hygiene and sanitation; and (7) an increase of 914 in the number of schools in which dental clinics were held.

The rate of increase in the number of schools in which pupils were examined was 29 per cent; in the number of pupils examined by district health officers, 56 per cent; in the number of pupils examined by municipal health officers, 14 per cent; in the number of pupils examined by supervising teachers of hygiene and sanitation, 13 per cent; in the number of pupils examined by Red Cross nurses, 398 per cent; in the number of schools in which dental clinics were held, 423 per cent.

The rate of decrease in the number of homes of pupils visited by supervising teachers of hygiene and sanitation was 81 per cent; in the number of pupils examined by supervising teachers of hygiene and sanitation, 2 per cent.

No. 25.—*Junior Red Cross Activities*¹

A table showing, by divisions and for the Islands, the estimated enrolment of public-school children in the Junior Red Cross, the amount of contributions of public-school children to the Junior Red Cross, the number of Junior Red Cross dentists working in public schools, the number of public-school children inspected by Junior Red Cross dentists, and other relevant information, for the year 1923.

Division	Estimated Enrolment of Public-School Children in Junior Red Cross	Junior Red Cross Paid Members in Public Schools	Contributions of Public-School Children to Junior Red Cross	Number of Junior Red Cross Dentists Working in Public Schools	Number of Public-School Children Inspected by Junior Red Cross Dentists	Number of Public-School Children Treated by Junior Red Cross Dentists	Number of Ex-tractions Made by Junior Red Cross Dentists	Number of Fillings Put in by Junior Red Cross Dentists	Number of Cleanings Made by Junior Red Cross Dentists	Number of Red Cross Tooth-brushes Sold in Public Schools	Number of Red Cross Medicine Cabinets Placed in Public Schools	Number of Junior Red Cross First-Aid Kits Installed in Public Schools	Number of Junior Red Cross Paper Drinking Cups Distributed in Public Schools
Abra	8,032	8,209	P2,462.90	1	4,971	3,173	6,180	1,234	4,060	1,440	1		2,000
Agrasan	8,479	3,955	1,186.53										
Albay	28,010	6,541	1,962.30	1	5,376	3,843	1,543	944	1,672	720			2,000
Antique	13,612	8,706	2,611.98	1	3,505	1,133	1,333	1,324	1,784	960	7		12,000
Bataan	7,197	3,686	1,105.80	1	5,701	3,985	887	1,059	1,122	984			2,000
Batanes	1,307	601	180.54								10		
Batangas	24,886	20,878	6,263.40	2	9,804	5,606	5,027	1,729	3,382	1,320			4,000
Bohol	34,860	36,942	11,082.61	2	11,496	8,454	8,093	2,336	9,450	1,320	6		4,000
Bukidnon	5,611	1,916	574.80										
Bulacan	31,446	24,651	7,395.30	2	4,674	4,135	1,843	2,661	4,496	1,320	16	201	95,000
Cagayan	24,374	13,836	4,150.00	1	4,620	4,186	2,761	1,881	1,796	1,560			2,000
Camarines Norte	6,249	6,349	1,904.70	1	1,006	867	632	1,100	740	890	32		4,000
Camarines Sur	18,563	9,617	2,885.10	1	4,105	3,144	2,518	883	3,561	360		32	7,000
Capiz	30,063	20,740	6,222.24	1	7,837	2,278	583	307	873	2,360		7	2,000
Cavite	18,929	10,187	3,056.10	1	3,872	3,131	3,852	5,571	710	1,320			2,000
Cebu	67,193	58,357	17,507.23	4	13,843	7,703	6,444	5,393	9,747	1,920	1		8,000
C. L. A. S. ²	743	743	422.90		645	619	188	360	347	360		19	1,000
Cotabato	8,189	877	263.14	1	1,132	520	282	192	588	360			2,000
Davao ³	8,554	805	241.54		556	298	178	119	311	1,000			
Ilocos Norte	28,545	15,038	4,511.40		5,281	2,384	2,152	975	4,492	1,152			4,000
Ilocos Sur	29,669	24,240	7,272.00	2	9,741	6,573	7,765	7,077	7,707	5,980	1		4,000
Itolo	53,366	35,553	10,666.10	4	7,110	5,288	4,003	6,952	4,993	3,400			9,000
Isabela	15,067	11,833	3,550.00	1	1					360			2,000
Laguna	29,330	11,169	3,350.69	1	5,497	4,309	2,968	1,739	3,704	924	48		2,000
Lanao	7,187	3,861	1,158.35							144			1,000

Leyte	58,694	34,359	10,307.76	1	6,682	4,954	2,630	4,237	3,034	1,200	1	6,000
Manila	53,455	42,924	12,877.21	6	18,390	18,173	8,491	10,420	8,493	4,303		27,000
Marinduque	8,387	8,401	2,620.30	1	1,373	1,173	1,272	1,786	1,125	3,476		4,000
Masbate	7,295	7,141	2,142.40	1	1,218	1,118	581	1,682	1,626	4,164	5	4,000
Mindoro	8,685	4,137	1,241.26	1	1,692	1,430	531	1,101	965	1,083		3,000
Misamis	26,958	20,467	6,140.28	1	5,483	1,745	1,075	942	5,324	720	19	3,000
Mountain	10,367	2,907	872.16	1	5,082	2,581	2,161	4,260	4,962	920		1,000
Nueva Ecija	32,094	8,943	2,693.28	1	511	438	208	370	345	2,158		2,000
Nueva Vizcaya	4,930	2,255	676.53	1	4,130	2,283	2,247	3,699	2,078	720		2,000
Occidental Negros	40,931	23,949	7,184.73	1	4,943	3,950	2,186	1,924	1,738	1,920	25	6,000
Oriental Negros	21,369	8,439	2,531.72	1	4,548	2,446	1,083	1,372	3,217	1,460		1,000
Palawan	7,305	1,517	4,465.34									
Pampanga	25,860	14,898	4,469.59	1	6,803	4,939	1,760	3,921	4,236	704		5,000
Pangasinan	72,767	46,984	14,095.37	5	17,492	11,075	7,526	3,707	12,025	3,408		13,000
Philippine Normal School ⁴	1,262	1,184	355.40		317	139	55	347	199			
P. S. A. T. ⁵	900	351	105.30		183	164	66	113	156			
Rizal	25,699	18,114	5,434.31	1	4,716	3,713	2,041	3,715	2,421	1,010		2,000
Romblon	7,774	6,154	1,846.40	1	3,839	2,838	2,119	3,117	3,810	1,220		2,000
Samar	26,856	17,158	3,147.56	2	6,890	3,823	2,503	2,341	3,167	2,328	1	29,000
Sorsogon ⁶	18,368	5,581	1,674.50	1						360		2,000
Sulu	9,592	548	164.56								4	
Surigao	14,428	8,192	2,457.70							240	10	
Tarlac	21,283	17,358	5,207.70	1	11,381	6,212	2,715	1,336	2,884	4,730	2	17,000
Tayabas	30,411	18,397	3,519.33	2	4,002	3,473	5,122	1,527	3,976	1,560		4,000
Union	24,892	13,206	3,961.98	1	10,158	5,974	3,509	1,186	3,228	720		1,000
Zambales	10,927	12,837	3,851.20	1	1,942	1,659	1,271	1,088	618	360		2,000
Zamboanga	13,610	5,008	1,502.50	1	4,757	2,738	2,131	1,216	502	672		2,000
Total ⁷	1,094,504	690,699	207,423.84	63	237,950	159,911	112,529	98,243	135,660	70,595	187	308,000

¹ Figures furnished by the Secretary of the Junior Red Cross, Philippines Chapter.

² Central Luzon Agricultural School. A dentist from the Manila staff has been assigned to work for a short time in this school.

³ The same dentist that is assigned to Cotabato is also assigned to Davao, dividing his time between the two divisions.

⁴ A dentist from the Manila staff has been assigned to work for a short time in this school.

⁵ Philippine School of Arts and Trades. A dentist from the Manila staff has been assigned to work for a short time in this school.

⁶ Reports on dental work in Sorsogon had not been received when this went to press.

⁷ The totals in the fifth, sixth, seventh, eighth, and ninth columns are not complete because of the non-receipt of reports on dental work in Sorsogon.

Leyte	1	41	15	19	164	65	178	292	204	86	705	201	38	1,721	669	37	10,000.00	51,520.00	45,687.00	483	2,719,075.61	107,207.00	363	56	64		
Manila	1	5	12	12	74	426	20	74	426	20	188	950	38	445	824	57	1,079,889.64	51,520.00	2,263,376.58	25	2,719,075.61	1,525,714.21	363	8	12		
Marinduque	1	4	2	5	31	909	00	31	909	00	79	349	74	46	094	50	9,090.00	14,109.00	157,353.24	22	157,353.24	25,249.00	7	11	4		
Masbate	1	4	2	5	32	1	4	177	110	00	74	058	33	250	244	00	5,000.00	2,107.00	6,752.00	44	501,412.33	6,752.00	40	3	4		
Mindoro	1	12	1	3	33	4	14	120	000	00	174	071	00	377	863	00	1,200.00	4,850.00	671,834.00	68	671,834.00	11,305.00	43	5	20		
Misamis	1	5	1	4	3	1	3	75	487	00	118	065	00	54	215	00	6,000.00	8,550.00	247,767.00	15	247,767.00	15,715.00	4	7	4		
Mountain	1	8	2	4	2	2	727	159	00	38	919	063	00	3	919	85	53,340.00	7,325.00	6,709,552.00	24	6,709,552.00	61,404.85	1	8	20		
Nueva Ecija	1	21	5	1	65	55	31	35	085	00	264	193	11	1,772	560	97	17,600.00	20,789.00	2,071,839.08	179	2,071,839.08	69,221.90	130	18	3		
Nueva Vizcaya	4	15	1	2	31	1	1	1,884	803	00	1,723	887	00	922	242	00	17,600.00	14,550.00	4,530,732.00	55	4,530,732.00	38,060.00	1	54	1		
Occidental Negros	1	21	5	9	68	26	4	51	452	00	564	669	18	923	534	43	11,910.00	78,528.35	1,539,355.61	134	1,539,355.61	175,973.47	57	24	53		
Oriental Negros	1	15	6	5	17	19	54	15	250	73	202	855	75	370	632	39	15,250.00	31,834.50	588,568.87	117	588,568.87	55,672.69	58	17	42		
Palawan	3	8	2	9	2	7	2	2,060	916	60	158	532	76	218	792	37	12,700.00	2,902.82	2,438,242.23	117	2,438,242.23	16,547.82	4	3	24		
Pampanga	2	19	5	9	51	18	41	312	65	341	128	06	14	476	634	67	61,748.00	66,020.14	81,859,075.38	118	81,859,075.38	256,276.74	82	28	8		
Pangasinan	4	52	3	11	330	13	7	676	351	00	913	469	00	2,576	914	00	31,410.00	98,693.92	4,166,734.00	420	4,166,734.00	242,123.88	914	70	36		
Rizal	4	16	3	10	15	5	15	252	587	54	271	544	98	402	595	12	191,350.80	104,968.88	926,737.64	68	926,737.64	494,691.92	27	31	10		
Romblon	1	8	1	1	83	16	2	38	793	00	150	272	50	758	375	00	46,550.00	17,221.30	947,440.50	61	947,440.50	86,748.30	46	1	14		
Samar	1	42	1	1	100	13	38	2,567	585	00	1,296	975	00	1,072	048	00	20,000.00	35,335.00	4,926,609.00	195	4,926,609.00	76,770.36	165	27	3		
Sorsogon	1	11	5	5	7	1	7	68	314	00	1,171	550	00	548	821	90	68,310.00	35,990.00	788,685.90	109	788,685.90	119,165.00	70	36	3		
Sulu	1	11	3	1	55	4	2	106	379	00	435	804	00	3,483	885	00	5,307.00	5,307.00	3,919,689.00	76	3,919,689.00	38,317.23	1	9	66		
Surigao	1	16	6	4	16	6	18	106	379	00	920	735	00	382	411	00	42,500.00	36,121.66	1,409,535.00	67	1,409,535.00	86,526.66	45	4	18		
Tarlac	3	20	2	6	15	5	29	92	139	00	415	602	51	189	302	10	18,522.00	44,314.96	697,043.61	80	697,043.61	72,737.21	48	14	18		
Tayabas	1	21	4	12	6	3	7	50	837	00	324	700	16	57	239	60	30,000.00	55,061.12	441,776.76	54	441,776.76	87,516.12	22	23	9		
Union	1	15	6	4	45	21	5	72	557	00	198	599	40	509	741	41	27,837.00	39,034.50	780,897.81	97	780,897.81	89,032.50	40	41	16		
Zambales	4	13	1	5	31	1	3	6,067	064	00	181	233	74	296	244	74	7,050.00	13,916.60	6,514,542.48	64	6,514,542.48	28,672.60	39	18	7		
Zamboanga	1	10	2	5	32	13	13	27	000	00	1,379	030	54	5,892	080	11	8,000.00	8,804.00	7,298,110.65	96	7,298,110.65	85,661.37	21	12	63		
Total	121	85	169	313	2,619	713	900	43	335	391	49	23	845	861	62	102	423	689	28	1,556	859	99	5,997	572	02	3,417	1,135

¹ Central Luzon Agricultural School.

When compared with statistics for December 31, 1922, these figures show (1) an increase of 523 in the total number of school sites; (2) an increase of 25,085,404.71 square meters in the total area of all school sites; and (3) an increase of ₱529,431.78 in the total estimated value of all school sites.

The rate of increase in the total number of school sites was 10 per cent; in the total area of all school sites, 17 per cent; in the total estimated value of all school sites, 10 per cent.

A table showing, by divisions and for the Islands, the number and the cost of permanent, mixed-material, and temporary school buildings owned by Insular, provincial, and municipal governments (December 31, 1923).

Division	Num-ber of Schools	Permanent												
		Standard Plan			Reconstruction			Special			Total			
		Build-ings	Rooms	Cost	Build-ings	Rooms	Cost	Build-ings	Rooms	Cost	Build-ings	Rooms	Cost	
		90	21	P99,231.44	2	14	P9,100.00	1	2	P1,000.00	8	37	P109,331.44	
		93	23	78,357.56				17	56	80,319.50	27	79	159,277.06	
		204	33	375,048.09				9	44	78,838.66	42	210	510,379.71	
		107	6	114,799.85	3	15	12,700.00	2	12	6,981.76	11	65	134,481.61	
		44	51	158,972.63	2	21	23,576.41	5	21	15,574.19	15	33	198,123.23	
		17												
		180	37	489,601.71	8	54	108,017.90	11	52	7,759.91	2	5	7,759.91	
		314	102	330,120.10	10	48	51,440.37	17	75	68,561.85	46	245	656,376.29	
		72						11	41	48,066.34	41	225	450,122.32	
		205	173	524,888.19	4	8	10,453.73	32	118	171,147.02	64	299	706,488.94	
		212	9	335,618.41										
		43	64	40,030.54				6	31	72,405.90	15	95	408,024.31	
		158	14	189,285.88	1	2	4,769.20	2	9	7,000.00	6	25	41,799.74	
		229	66	302,230.86	1	6	5,779.76	9	35	99,719.51	24	107	294,785.15	
		80	77	293,663.42				10	36	37,897.73	23	113	339,028.69	
			19		1	13	14,191.65	14	67	95,696.97	34	167	403,552.04	
		462	31	591,730.06				20	124	383,978.05	60	339	1,004,071.71	
		2	12	37,500.00	9	29	28,362.60	20	69	88,811.02	18	81	127,311.02	
		120	5	47,113.71				16	69	38,859.22	10	53	93,859.22	
		122	8	160,343.10				5	30	46,745.51	10	53	93,859.22	
		216	38	251,409.35	12	68	100,657.37	4	16	8,091.00	12	52	168,434.10	
			18					8	27	85,906.46	38	184	437,973.18	
		234	14	180,312.74										
		309	23	395,184.78	6	29	35,388.94	17	101	128,653.82	37	200	343,765.50	
		112	5	135,913.43	1	87	112,527.63	27	140	474,203.54	61	377	981,915.95	
		122	30	653,291.64	14	85	114,996.41	18	72	111,354.09	12	56	181,040.83	
		82	2	11,500.00	1	2	1,321.99	12	40	33,489.55	15	48	879,642.14	
		414	42	378,541.83										
		61	147	825,731.13	22	84	186,305.50	19	70	187,736.31	83	299	752,642.64	
		61	6	152,864.78	1	9	6,200.00	6	23	1,765,349.47	36	576	2,591,080.60	
		55	6	53,129.91					1	23	29,867.63	13	72	188,982.41
		102	5	122,822.26					8	19	27,562.46	6	20	53,129.91
			24						19	27,562.46	13	43	150,384.72	

Misamis.....	133	11	52	185,829.55	5	16	14,995.00	7	26	61,648.46	23	94	262,473.01
Mountain.....	156	1	71	1,677.80	7	28	18,500.00	22	108	206,840.31	30	137	227,018.11
Nueva Ecija.....	223	16	71	196,525.89	2	9	18,731.93	12	58	52,659.27	30	138	237,917.09
Nueva Vizcaya.....	41	6	26	76,379.39				3	13	39,218.07	9	39	114,697.46
Occidental Negros.....	181	36	194	548,743.28	5	27	31,374.80	25	110	176,192.09	66	331	756,310.17
Oriental Negros.....	178	10	71	280,177.10	2	18	33,130.18	8	27	47,661.22	20	116	360,968.50
Palawan.....	113	3	9	25,552.26	1	7	7,689.18	6	18	19,701.45	8	34	62,842.89
Pampanga.....	152	26	156	455,434.97	2	11	9,953.30	17	82	189,204.32	45	249	654,622.59
Pangasinan.....	424	34	240	760,768.78	7	51	69,197.95	14	83	158,207.67	55	374	978,134.43
Philippine Nautical School.....	1	1	13	60,086.42							1	13	60,086.42
Philippine Normal School.....	8							2	112	755,741.26	2	112	755,741.26
Philippine School of Arts and Trades.....	2							2	14	221,793.66	2	14	221,793.66
Rizal.....	141	18	99	378,250.75	6	35	31,070.68	22	137	341,559.00	46	271	750,895.43
Romblon.....	68	7	34	71,425.78	2	8	4,400.00	6	40	48,827.18	15	82	121,152.96
Samar.....	255	23	144	467,704.91	1	10	13,078.15	4	18	18,287.00	28	172	499,070.06
Sorsogon.....	129	12	56	129,909.69				5	37	207,340.32	17	93	331,250.01
Sulu.....	184	3	19	86,584.56				13	62	127,436.79	16	81	214,021.35
Surigao.....	138	9	33	74,281.88				5	29	67,876.95	20	82	162,548.23
Tarlac.....	161	29	100	391,155.68	6	20	20,389.40	6	29	52,802.91	35	129	448,458.59
Tayabas.....	180	20	166	574,977.61	4	34	42,558.03	20	118	177,087.42	44	318	794,623.06
Union.....	118	10	66	233,704.68									
Zambales.....	177	6	38	115,164.29	7	55	50,638.79	3	21	40,000.00	20	142	324,343.47
Zamboanga.....	128	4	32	159,725.84	2	22	10,583.31	4	26	50,118.30	12	86	175,835.90
Total.....	7,668	677	3,791	12,562,907.51	174	967	1,261,567.76	557	3,004	7,783,814.94	1,408	7,762	21,608,290.21

No. 27.—Permanent, Mixed-Material, and Temporary School Buildings—Continued

Division	Mixed-Material			Temporary			Summary		
	Buildings	Rooms	Cost	Buildings	Rooms	Cost	Buildings	Rooms	Cost
Abra.....	8	17	P5,805.00	61	90	P11,755.00	77	144	P126,891.44
Agusan.....	10	23	21,829.28	112	302	56,298.18	144	404	236,904.52
Albay.....	38	69	33,152.53	59	89	24,402.59	144	359	567,354.93
Antique.....	3	10	7,572.41	99	380	60,088.42	113	435	202,142.44
Bataan.....	6	18	8,811.50	11	22	6,725.39	32	133	213,660.12
Batanes.....	3	8	4,300.00				5	13	12,059.91
Batangas.....	17	45	27,205.35	87	146	51,631.22	150	436	735,212.86
Bohol.....	108	273	109,308.89	151	375	93,250.11	304	873	652,681.32
Bukidnon.....	5	10	3,680.00	68	183	19,350.60	84	204	71,096.94
Bulacan.....	22	55	41,785.74	85	151	51,318.40	171	505	799,593.08
Cagayan.....	30	86	33,623.05	164	418	123,340.55	209	599	564,887.91
Camarines Norte.....	8	27	36,832.15	19	28	6,729.00	33	80	96,360.89
Camarines Sur.....	45	107	136,918.32	58	85	27,702.13	127	239	459,405.60
Capiz.....	15	56	30,105.84	198	568	132,025.79	236	737	501,760.22
Cavite.....	9	28	17,811.89	5	20	6,234.01	48	215	427,697.94
Cebu.....	84	227	142,744.26	256	453	104,716.42	400	1,019	1,251,532.39
Central Luzon Agricultural School.....	17	38	21,582.00				35	119	148,893.02
Cotabato.....	34	78	50,404.05	116	232	47,002.79	160	363	191,266.06
Davao.....	8	14	18,138.55	130	220	36,823.01	150	286	223,285.63
Ilocos Norte.....	28	53	13,131.69	69	130	25,424.16	135	367	476,523.03
Ilocos Sur.....	33	77	51,575.99	153	354	55,073.15	223	631	450,404.64
Iloilo.....	24	111	94,185.24	253	539	197,108.37	338	1,027	1,273,209.56
Isabela.....	17	51	36,085.91	53	129	50,627.59	82	236	267,754.33
Laguna.....	15	29	29,012.49	26	47	16,812.78	103	437	925,467.41
Lanao.....	39	75	28,020.87	88	188	32,807.22	142	311	112,139.63
Levite.....	153	284	239,368.78	138	225	63,158.94	424	808	1,080,170.86
Manila.....	3	3	2,966.00				59	579	2,592,046.00
Marinduque.....	2	5	2,800.00	6	12	2,540.00	21	89	194,272.41
Masbate.....	8	27	26,043.96	35	70	20,971.00	49	117	170,144.87
Mindoro.....	6	19	18,749.92	15	23	4,654.45	34	85	173,789.09
Misamis.....	39	108	68,624.67	4	6	1,970.00	66	208	333,067.68
Mountain.....	71	182	49,257.82	86	223	45,797.72	187	542	322,073.95
Nueva Ecija.....	19	54	40,352.42	114	200	63,550.26	163	332	141,519.77
Nueva Vizcaya.....	16	42	29,326.49	24	47	20,848.33	49	125	144,767.28
Occidental Negros.....	46	110	73,426.21	46	80	23,943.65	138	521	853,685.03

Oriental Negros	21	70	32,342.43	98	188	29,075.20	139	374	422,386.13
Palawan	9	24	16,927.59	65	109	28,970.69	83	167	98,141.57
Panay	36	99	91,114.53	42	65	41,446.02	122	413	787,183.14
Pangasinan	43	155	146,342.31	136	488	157,841.30	234	1,017	1,282,358.04
Philippine Nautical School							1	13	60,086.42
Philippine Normal School							2	112	755,741.26
Philippine School of Arts and Trades							2	14	221,793.66
Rizal	14	42	15,553.30	10	19	3,788.92	70	332	770,237.65
Romblon	6	18	13,000.00	50	89	20,558.46	71	189	154,711.42
Samar	24	75	119,706.46	102	200	68,963.58	154	447	687,740.10
Sorsogon	26	57	40,308.90	29	56	19,035.60	72	206	390,594.51
Sulu	15	56	26,500.32	53	281	31,759.11	119	418	272,281.28
Surigao	26	53	39,789.29	48	80	30,844.12	94	215	233,181.64
Tarlac	4	9	5,038.00	53	145	53,137.73	92	283	501,654.32
Tayabas	10	34	15,000.00	11	26	10,776.00	65	378	820,399.06
Union	6	27	18,525.14	60	225	29,763.53	86	394	372,632.14
Zambales	8	31	18,897.06	32	69	20,042.18	52	176	214,775.14
Zamboanga	63	144	100,109.83	28	44	7,964.07	105	276	732,937.31
Total	1,299	3,304	2,251,215.13	3,691	8,029	2,043,047.73	6,398	19,095	25,902,553.07

When compared with statistics for December 31, 1922, the figures in Table 27 show (1) an increase of 107 in the total number of permanent school buildings; (2) an increase of 727 in the number of rooms in permanent school buildings; (3) an increase of 162 in the number of mixed-material buildings; (4) an increase of 530 in the number of rooms in mixed-material buildings; (5) an increase of 396 in the number of temporary buildings; (6) an increase of 1,436 in the number of rooms in temporary buildings; (7) an increase of 665 in the total number of all kinds of buildings; and (8) an increase of 2,693 in the total number of rooms in all buildings.

The rate of increase in the total number of permanent school buildings was 8 per cent; in the number of rooms in permanent school buildings, 10 per cent; in the number of mixed-material buildings, 14 per cent; in the number of rooms in mixed-material buildings, 19 per cent; in the number of temporary buildings, 12 per cent; in the number of rooms in temporary buildings, 22 per cent; in the total number of all kinds of buildings, 12 per cent; in the total number of rooms in all buildings, 16 per cent.

No. 28.—*Insular Funds for School-Building Construction*

A table showing, by provinces and for the Islands, the Insular funds used for the construction of municipal, provincial, and Insular school buildings (December 31, 1923).

Division	Municipal School Buildings			Provincial School Buildings	Insular School Buildings	Total for All School Buildings
	Gabalton Aid	Other Aid	Total Aid			
Abra	P10,000.00	P23,000.00	P33,000.00	P20,000.00		P53,000.00
Agusan	18,100.00	80,450.00	98,550.00	1,500.00		100,050.00
Albay	133,454.99	51,000.00	184,454.99	118,000.00		302,454.99
Antique	37,000.00	25,000.00	62,000.00	13,500.00		75,500.00
Bataan	42,360.00	45,000.00	87,360.00	6,000.00		93,360.00
Batanes	19,900.45	11,000.00	30,900.45	25,000.00		55,900.45
Batangas	128,804.86	146,079.00	274,883.86	63,000.00		337,883.86
Bohol	113,708.35	38,500.00	152,208.35	74,500.00		226,708.35
Bukidnon		54,650.00	54,650.00	4,200.00		58,850.00
Bulacan	117,914.30	99,860.00	217,774.30	21,378.74		239,153.04
Cagayan	54,690.00	47,480.00	102,170.00	70,000.00		172,170.00
Camarines ¹	73,136.80	41,000.00	114,136.80	73,000.00		187,136.80
Camarines Norte						
Camarines Sur						
Capiz	75,525.57	40,900.00	116,425.57	79,590.00		196,015.57
Cavite	103,182.00	108,100.00	211,282.00	22,775.00		234,057.00
Cebu	152,862.84	131,420.00	284,282.84	382,000.00		666,282.84
Cotabato	10,000.00	5,000.00	15,000.00	40,500.00		55,500.00
Davao	41,500.00	16,000.00	57,500.00	31,070.00		88,570.00
Ilocos Norte	98,660.05	80,099.00	178,669.05	472,000.00		650,669.05
Ilocos Sur	102,520.25	65,173.14	167,693.39	37,000.00		204,693.39
Iloilo	113,581.45	21,340.00	134,921.45	211,517.32		346,438.77
Isabela	29,500.00	42,500.00	72,000.00	35,000.00		107,000.00
Laguna	151,975.07	90,195.03	242,170.10	56,000.00		298,170.10
Lanao	5,000.00	55,000.00	60,000.00	5,000.00		65,000.00
Leyte	229,737.65	129,219.00	358,956.65	64,500.00		423,456.65
Manila		153,846.86	153,846.86		P1,514,000.00	1,667,846.86
Marinduque	39,963.52	7,396.00	47,359.52	41,500.00		88,859.52
Masbate		7,762.00	7,762.00			7,762.00
Mindoro	40,601.00	36,554.00	77,155.00	61,500.00		138,655.00
Misamis	36,590.00	53,000.00	89,590.00	22,000.00		111,590.00
Mountain	20,000.00	133,189.72	153,189.72	107,000.00	304,416.00	564,605.72
Nueva Ecija	68,987.18	39,650.00	108,637.18	59,000.00	249,066.64	416,703.82
Nueva Vizcaya	30,800.00	96,350.00	127,150.00	39,000.00		166,150.00
Occidental Negros	98,666.66	49,460.00	148,126.66	14,500.00		162,626.66
Oriental Negros	49,997.94	38,131.00	88,128.94	61,000.00		149,128.94
Palawan	23,474.55	12,470.00	35,944.55	5,200.00		41,144.55
Pampanga	118,600.00	104,668.00	223,268.00	53,965.28		277,233.28
Pangasinan	153,745.23	82,603.00	236,348.23	158,300.00		394,648.23
Rizal	81,644.81	53,750.00	135,394.81	17,252.75	482,000.00	634,647.56
Romblon	24,500.00	29,256.00	53,756.00	18,000.00		71,756.00
Samar	103,426.21	51,900.00	155,326.21	134,000.00		289,326.21
Sorsogon	81,672.82	29,243.83	110,916.65	30,021.23		140,937.88
Sulu	58,500.00	20,480.00	78,980.00	40,000.00		118,980.00
Surigao	85,067.50	20,000.00	105,067.50	17,500.00		122,567.50
Tarlac	103,357.02	46,940.00	150,297.02	72,793.03		223,090.05
Tayabas	81,960.89	102,946.00	184,906.89	29,907.06		214,813.95
Union	96,800.00	76,915.00	173,715.00	51,000.00		224,715.00
Zambales	44,383.50	49,910.00	94,293.50	24,000.00		118,293.50
Zamboanga	15,000.00	134,000.00	149,000.00	356,430.00		505,430.00
Miscellaneous	4,546.54		4,546.54			4,546.54
Total	3,320,400.00	2,878,296.58	6,198,696.58	3,340,520.41	2,519,482.64	12,089,099.64

¹ Before being divided into Camarines Norte and Camarines Sur.

Insular school buildings include: in Manila, the buildings at the Philippine Normal School and the Philippine School of Arts and Trades; in the Mountain Province, the buildings at the Baguio Industrial School and the Trinidad Agricultural School stock farm; in Nueva Ecija, the buildings at the Central Luzon Agricultural School; in Rizal, the buildings at the Philippine Nautical School and the School for the Deaf and the Blind.

Provincial school buildings include: in Cebu, the Eastern Visayan Normal School building; in Ilocos Norte, the Northern Luzon Normal School building; in Iloilo, the Western Visayan Normal School building; in Zamboanga, the Zamboanga Normal School building. (These normal schools are not for the benefit of one province only, but they are for the benefit of neighboring provinces as well.)

No. 29.—Insular, Provincial, and Municipal Expenditures for Public-School Purposes during the Period 1912 to 1922

Year	Insular			Provincial	Municipal	Total
	Instruction and Administration	Public Works	Total			
1911-12 ^a	P3,906,455.95	P348,066.39	P4,254,522.34	P277,272.43	P2,211,091.36	P6,742,886.13
1912-13 ^b	3,991,034.73	479,836.22	4,470,870.95	386,421.10	2,455,660.18	7,312,952.23
1913 (6 months) ^c	2,391,688.41	401,185.16	2,792,873.57			2,792,873.57
1914	4,080,055.98	509,678.01	4,589,733.99	472,538.29	2,303,304.34	7,365,576.62
1915	4,174,106.54	731,189.62	4,905,296.16	443,166.96	2,164,813.69	7,513,276.81
1916	4,323,719.10	383,996.88	4,707,715.98	463,843.76	2,394,787.79	7,566,347.53
1917	4,800,205.84	376,582.58	5,176,788.42	431,018.20	3,614,514.70	9,222,321.32
1918	5,339,651.34	727,625.99	6,067,277.33	715,614.63	4,098,808.01	10,881,699.97
1919	8,460,538.20	1,626,911.72	10,087,449.92	468,124.58	3,715,552.05	14,271,126.55
1920	11,905,121.61	897,126.22	12,802,247.83	1,050,492.28	4,358,799.59	18,211,539.70
1921	14,117,005.29	196,820.06	14,313,825.35	3,278,606.40	4,709,286.54	22,301,718.29
1922	14,711,236.64	173,001.12	14,884,237.76	2,463,632.87	4,721,068.95	22,068,939.58
	82,200,819.63	6,852,019.97	89,052,839.60	10,450,731.50	36,747,687.20	136,251,258.30

^a July 1, 1911, to June 30, 1912.

^b July 1, 1912, to June 30, 1913.

^c July 1, 1913, to December 31, 1913.

No. 30.—Operation Statement for 1923

EXHIBIT A.—BALANCE SHEET, DECEMBER 31, 1923

	December 31—		Increase (+) Decrease (—)
	1923	1922	
ASSETS			
Fixed property:			
Land	P643,907.57	P643,907.57	
Public works and improvements	1,870,868.26	1,870,868.26	
Equipment	610,036.25	603,906.82	+ P6,129.43
Total fixed property	3,124,812.08	3,118,682.65	+ 6,129.43
Working assets:			
Supplies and materials	243,087.22	70,294.58	+ 172,792.64
Sales stock	63,679.15	83,912.46	— 20,233.31
Work in process	5,994.01	5,994.01	
Deferred charges	2,678.15	3,196.87	— 518.72
Total working assets	315,438.53	163,397.92	+ 152,040.61
Current assets:			
Accounts receivable	4,337.98	51,902.68	— 47,564.70
Cash—			
In treasury	561,459.07	1,127,590.64	— 566,131.57
In hands of officers	46,150.18	60,461.66	— 14,311.48
Total current assets	611,947.23	1,239,954.98	— 628,007.75
Total assets	4,052,197.84	4,522,035.55	— 469,837.71
LIABILITIES			
Capital:			
Fixed capital (see Exhibit B)	3,124,812.08	3,118,682.65	+ 6,129.43
Current capital (see Exhibit C)	126,825.48	124,090.73	+ 2,734.75
Total capital	3,251,637.56	3,242,773.38	+ 8,864.18
Treasury advances	315,438.53	163,397.92	+ 152,040.61
Current liabilities:			
Accounts payable	318,639.28	854,680.96	— 536,041.68
Civil Service Trust Fund		93,893.43	— 93,893.43
Accrued leave	164,304.52	166,852.78	— 2,548.26
Undistributed collections	1,800.00	59.13	+ 1,740.87
Insurance reserve	377.95	377.95	
Total current liabilities	485,121.75	1,115,864.25	— 630,742.50
Total liabilities	4,052,197.84	4,522,035.55	— 469,837.71

No. 30.—*Operation Statement for 1923—Continued*

EXHIBIT B.—STATEMENT OF FIXED PROPERTY ACCOUNTS

	December 31—		Increase(+) Decrease(—)
	1923	1922	
Balance, December 31, 1922, 1921	P3, 118, 682. 65	P3, 086, 494. 75	+ P32, 187. 90
Inventory adjustments (deduct)	169. 69	25. 91	+ 143. 78
Balance, December 31, 1922, 1921, as adjusted	3, 118, 512. 96	3, 086, 468. 84	+ 32, 044. 12
Debits:			
Acquisition by purchase	11, 829. 76	22, 729. 35	— 10, 899. 59
Acquisition by natural increment	1, 360. 00	—	+ 1, 360. 00
Acquisition by interbureau transfer	10, 627. 82	7, 954. 17	+ 2, 673. 65
Acquisition by construction	250. 00	16, 794. 94	— 16, 544. 94
Total debits and balances, December 31, 1923, 1922	3, 142, 580. 54	3, 133, 947. 30	+ 8, 633. 24
Credits:			
Dropped by sales	495. 06	851. 36	— 356. 30
Dropped by interbureau transfer	4, 051. 12	304. 25	+ 3, 746. 87
Dropped by transfer to local governments	636. 83	272. 32	+ 364. 51
Dropped from account (destroyed by fire)	—	377. 95	— 377. 95
Losses	4, 423. 71	982. 07	+ 3, 441. 64
Depreciation accruals	8, 161. 74	12, 476. 70	— 4, 314. 96
Total credits	17, 768. 46	15, 264. 65	+ 2, 503. 81
Balance, December 31, 1923, 1922	3, 124, 812. 08	3, 118, 682. 65	+ 6, 129. 43

EXHIBIT C.—STATEMENT OF CURRENT CAPITAL ACCOUNT

	December 31—		Increase(+) Decrease(—)
	1923	1922	
Balance, December 31, 1922, 1921	P124, 090. 73	P235, 694. 53	— P111, 603. 80
Credits:			
Allotment from public revenues	14, 650, 868. 28	15, 121, 474. 57	— 470, 606. 29
Receipts from operation:			
Sales income	P121, 284. 78	—	—
Sales of fixed assets	489. 30	116, 990. 42	+ 4, 783. 66
Total balance and credits	14, 896, 733. 09	15, 474, 159. 52	— 577, 426. 43
Reversion (deduct)	207, 416. 84	348, 840. 61	— 141, 423. 77
Total current capital	14, 689, 316. 25	15, 125, 318. 91	— 436, 002. 66
Debits:			
Total expense current appropriation:			
Net expense	P7, 392, 888. 69	—	—
Income reverted, considered as reducing expense	207, 416. 84	7, 600, 305. 53	— 1, 111, 943. 12
Total expense, miscellaneous appropriation	7, 047, 828. 00	6, 520, 829. 72	+ 526, 998. 28
Total expense	14, 648, 133. 53	15, 233, 078. 37	— 584, 944. 84
Service and miscellaneous income (deduct)	85, 642. 76	231, 850. 19	— 146, 207. 43
Total net expense	14, 562, 490. 77	15, 001, 228. 18	— 438, 737. 41
Balance, December 31, 1923 (see Exhibit A)	126, 825. 48	124, 090. 73	+ 2, 734. 75

No. 30.—Operation Statement for 1923—Continued

EXHIBIT D.—STATEMENT OF APPROPRIATION ACCOUNT

Item	Fiscal Year 1923	Fiscal Year 1922	Increase (+) Decrease (—)
Authorization:			
New appropriation for the year	P14,650,868.28	15,121,474.57	— 470,606.29
Public-service appropriation, 1923, Act 3060; 1922, Act 2997	7,615,971.00	8,058,634.00	— 442,663.00
Extension of free elementary instruction, Act 2782	11,035,984.00	8,710,440.00	+ 2,325,544.00
Appropriation for buildings and sites, normal schools, Act 2736		70,000.00	— 70,000.00
Appropriation for purchase of equipment by Emergency Board Resolutions	17,027.66	14,915.28	+ 2,112.38
Restoration of appropriation for purchase of equipment reverted in 1921		1,111.54	— 1,111.54
Appropriation for buildings and sites, normal schools, Act 2898		268.14	— 268.14
Reversion of authorization in excess of re- quirements	(29,958.38)	(59,777.85)	— (29,819.47)
Withheld by the Council of State from funds appropriated by Act 2782	(3,988,156.00)	(1,662,611.40)	+ (2,325,544.60)
Reversion of appropriation for buildings and sites, non-Christian and special provinces, Filipino Girls' Dormitory, Baguio, Act 2736		(1,001.36)	— (1,001.36)
Reversion of appropriation for construction of poultry house with fencing and brooder house with cellar at Trinidad Stock Farm, Act 2786		(3.72)	— (3.72)
Reversion of appropriation for buildings, sites, and irrigation, Central Luzon Agricultural School, Acts 2898 and 2980		(.06)	— (.06)
Reversion of appropriation for buildings and sites, central and barrio schools, Act 2898		(8,000.00)	— (8,000.00)
Reversion of appropriation for buildings and sites, non-Christian and special provinces, Act 2898		(2,500.00)	— (2,500.00)
Appropriation balances from prior year	124,090.73	235,694.53	— 111,603.80
Appropriation and fund account, Act 2997	2,634.32		+ 2,634.32
Appropriation for purchase, publication, and distribution of <i>The Junior Citizen</i> , Act 2937	835.67	30,000.00	— 29,164.33
Appropriation for buildings and sites, non- Christian and special provinces, Filipino Girls' Dormitory, Baguio, Act 2736		1,001.36	— 1,001.36
Appropriation for construction of two cot- tages, Baguio, Act 2736		8,766.20	— 8,766.20
Appropriation for purchase and improvement of necessary land for Philippine Normal School and Philippine School of Arts and Trades, Act 2736	120,620.74	120,620.74	
Appropriation for construction of poultry house with fencing and brooder house with cellar at Trinidad Stock Farm, Act 2786		574.37	— 574.37
Appropriation for buildings and sites, normal schools, Act 2898		(268.14)	— (268.14)
Appropriation for buildings, sites, and irriga- tion, Central Luzon Agricultural School, Acts 2898 and 2980		15,000.00	— 15,000.00
Appropriation for buildings and sites, central and barrio schools, Act 2898		53,000.00	— 53,000.00
Appropriation for buildings and sites, non- Christian and special provinces, Act 2898		7,000.00	— 7,000.00
Net authorization	14,774,959.01	15,357,169.10	— 582,210.09

No. 30.—Operation Statement for 1923—Continued

EXHIBIT D.—STATEMENT OF APPROPRIATION ACCOUNT—Continued

Item	Fiscal Year 1923	Fiscal Year 1922	Increase (+) Decrease (—)
Conversions and balances:			
Appropriation charges.....	14,648,133.53	15,233,078.37	— 584,944.84
Salaries.....	3,664,050.62	3,605,680.06	+ 58,370.56
Wages.....	87,357.67	89,245.22	— 1,887.55
Travel expense of personnel.....	386,772.34	352,298.09	+ 34,474.25
Freight, express, and delivery service.....	29,563.01	48,210.65	— 18,647.64
Postal, telegraph, telephone, and cable service.....	30,565.54	28,890.16	+ 1,675.38
Illumination and power service.....	10,162.64	9,667.31	+ 495.33
Miscellaneous service.....	7,050.76	9,142.94	— 2,092.18
Rental of buildings and grounds.....	12,120.00	13,250.00	— 1,160.00
Consumption of supplies and materials.....	606,519.42	1,460,724.62	— 854,205.20
Printing and binding reports, documents, and publications.....	23,000.00	13,600.00	+ 9,400.00
Cash contributions and gratuities (other than to local governments).....	52,719.03	43,215.09	+ 9,503.94
Travel expense of persons not Government employees.....	1,449.63	1,389.05	+ 60.58
Maintenance and repair (contract payment only).....	4,168.74	5,375.77	— 1,207.03
Purchase of equipment.....	11,829.76	13,392.50	— 1,562.74
Purchase of public works.....	.....	24,336.79	+ 24,336.79
Deterioration of supplies and sales stock.....	10,201.87	494.72	+ 9,707.15
Extraordinary losses.....	68.50	26.09	+ 42.41
Cash contributions to local governments.....	9,683,109.00	9,414,967.60	+ 268,141.40
Purchase and delivery of materials to the Army in exchange for salvaged materials at Regan Barracks.....	.....	40,000.00	— 40,000.00
Publication of a news review.....	27,425.00	29,977.38	— 2,552.38
Purchase, publication, and distribution of <i>The Junior Citizen</i> , Act 2937.....	.....	29,164.33	— 29,164.33
Appropriation balances carried forward.....	126,825.48	124,090.73	+ 2,734.75
Appropriation and fund account.....	5,369.07	2,634.32	+ 2,734.75
Appropriation for purchase, publication, and distribution of <i>The Junior Citizen</i> , Act 2937.....	835.67	835.67	.....
Appropriation for purchase and improvement of necessary land for Philippine Normal School and Philippine School of Arts and Trades, Act 2736.....	120,620.74	120,620.74	
Total conversions and balances.....	14,774,959.01	15,357,169.10	— 582,210.09

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No. 32.—*Total of Governmental Expenditures for Public-School Purposes*

A table showing Insular expenditures during 1923; Insular, provincial, and municipal expenditures during 1922; Insular, provincial, and municipal expenditures during 1921; and increases or decreases in 1922 totals as compared with 1921 totals.

Nature of Expense	1923	1922	1921	1922 Totals Compared with 1921 Totals Increase (+) Decrease (—)
Insular expenditures for salaries, wages, and contingent:				
Balance forward- ed, Act 2997	P2,634.32			
Act 3060, 1923	7,615,971.00			
Act 2782, 1923	11,035,984.00			
Emergency Board allotments	17,027.66	P18,671,616.98		
Acts 2997 and 2782, Emergency Board allotments, and restoration of appropriation		P16,785,100.82	P14,554,127.61	+ P2,230,973.21
Deduct—				
Balance forward- ed to fiscal year 1924	5,369.07			
Reversion of authorization in excess of requirement	29,958.38			
Withheld by the Council of State from funds appropriated by Act 2782	3,988,156.00			
Net income automatically re- verted to the Insular Treasury	207,416.84	4,230,900.29	2,073,864.18	437,122.32 + 1,636,741.86
Net expenditure	14,440,716.69	14,711,236.64	14,117,005.29	+ 594,231.35
Special appropriation		173,001.12	196,820.06	— 23,818.94
Total Insular expenditures	14,440,716.69	14,884,237.76	14,313,825.35	+ 570,412.41
Provincial expenditures for public-school purposes (1922) (1921)		2,463,632.87	3,278,606.40	— 814,973.53
Municipal expenditures for public-school purposes (1922) (1921)		4,721,068.95	4,709,286.54	+ 11,782.41
Total of governmental expenditures for public-school purposes (1922) (1921)	14,440,716.69	22,068,939.58	22,301,718.29	— 232,778.71
Governmental expenditure for public schools per capita of population (11,296,569) (11,042,490)		1.909	2.02	— .111
Governmental expenditure for public schools per pupil, based on average monthly enrolment (391,871) (926,856)		22.249	24.062	— 1.813

No. 33.—*Insular, Provincial, and Municipal Expenditures for Public-School Purposes by Divisions*

A table showing, by divisions and for the Islands, Insular expenditures during 1923; Insular, provincial, and municipal expenditures during 1922; Insular, provincial, and municipal expenditures during 1921; and increases or decreases in 1922 totals as compared with 1921 totals.

Division	1923			1922			1921			1922 Totals Compared with 1921 Totals Increase (+) Decrease (—)
	Insular	Provincial	Total	Insular	Provincial	Total	Insular	Provincial	Total	
Abra	P121,530.94	P114,138.82	P235,669.76	P110,223.11	P66,281.83	P176,504.94	P91,664.37	P36,281.83	P127,946.20	— P26,763.90
Agusan	P117,885.08	P126,688.84	P244,573.92	P123,072.28	P81,004.10	P204,076.38	P123,589.54	P81,004.10	P204,593.64	— 14,984.65
Albay	P355,731.08	P343,201.78	P698,932.86	P383,005.84	P23,105.09	P406,110.93	P328,077.57	P23,105.09	P351,182.66	— 42,294.34
Anique	P150,143.83	P213,423.73	P363,567.56	P185,331.82	P6,904.22	P192,236.04	P189,282.01	P6,904.22	P196,186.23	— 39,771.44
Baguio	.....	.....	.....	.....	.....	.....	.....	.....	.....	— 62,261.08
Bataan	P82,478.46	P92,725.95	P175,204.41	P89,510.55	P6,213.42	P95,723.97	P123,710.86	P6,213.42	P129,924.28	— 22,215.43
Batanes	P24,343.89	P17,452.00	P41,795.89	P21,665.44	P1,571.93	P23,237.37	P14,384.66	P1,571.93	P15,956.59	— 5,987.36
Batangas	P396,333.08	P395,894.90	P792,228.00	P368,098.84	P8,955.92	P377,054.76	P359,676.53	P8,955.92	P368,632.45	— 176,698.19
Bohol	P415,441.58	P439,574.39	P855,015.97	P413,778.07	P6,901.78	P420,679.85	P421,854.77	P6,901.78	P428,756.55	— 23,297.44
Burdnon	P102,280.57	P102,388.71	P204,669.28	P149,741.66	P24,450.94	P174,192.60	P91,900.53	P24,450.94	P116,351.47	— 41,211.24
Bulacan	P322,857.25	P318,457.01	P641,314.26	P314,127.69	P5,837.65	P320,000.34	P396,065.84	P5,837.65	P401,903.49	— 4,501.75
Cagayan	P296,620.31	P290,951.94	P587,572.25	P266,429.14	P166,633.74	P433,062.88	P282,449.51	P166,633.74	P449,083.25	— 121,003.69
Canarines Norte	P65,896.37	P22,143.65	P88,040.02	P33,062.31	.....	P68,124.62	P68,944.99	.....	P68,944.99	— 334,062.31
Canarines Sur	P271,290.42	P319,903.36	P591,193.78	P383,381.85	P1,878.02	P385,260.67	P316,663.53	P1,878.02	P318,138.55	— 219,186.82
Capiz	P341,278.33	P354,537.14	P695,815.47	P347,039.84	P125,443.07	P472,482.91	P322,937.87	P125,443.07	P448,380.94	— 51,230.59
Cavite	P245,573.08	P253,513.06	P499,086.14	P240,137.64	P9,153.33	P249,290.97	P226,480.27	P9,153.33	P235,633.60	— 30,257.87
Cebu	P831,371.24	P917,122.33	P1,748,493.57	P898,319.64	P14,053.46	P912,373.10	P852,576.78	P14,053.46	P866,630.24	— 166,644.76
Cotabato	P217,170.69	P269,139.72	P486,310.41	P201,091.46	P18,960.51	P220,051.97	P196,475.52	P18,960.51	P215,436.03	— 91,757.53
Davao	P197,589.59	P185,010.57	P382,600.16	P186,897.45	P39,805.63	P226,703.08	P242,445.71	P39,805.63	P282,251.34	— 68,746.90
Ilocos Norte	P318,201.41	P361,966.31	P680,167.72	P331,694.24	P58,346.58	P390,040.82	P303,771.50	P58,346.58	P362,118.08	— 12,877.55
Ilocos Sur	P352,537.40	P383,754.83	P736,292.23	P340,432.93	P11,749.95	P352,182.88	P337,129.50	P11,749.95	P348,879.45	— 50,444.41
Iloilo	P611,990.30	P598,121.08	P1,210,111.38	P582,915.85	P206,204.80	P789,120.65	P756,436.53	P206,204.80	P962,641.33	— 191,605.74
Isabela	P165,899.40	P152,713.66	P318,613.06	P158,662.23	P45,225.44	P203,887.67	P191,663.69	P45,225.44	P236,889.13	— 37,507.89
Laguna	P258,841.28	P297,924.79	P556,766.07	P287,745.05	P7,865.12	P295,610.17	P322,753.19	P7,865.12	P330,615.31	— 198,070.22
Lanao	P173,191.10	P191,594.14	P364,785.24	P174,940.97	P17,033.68	P191,974.65	P154,028.94	P17,033.68	P171,062.62	— 18,656.84
Legazpi	P617,860.52	P654,897.77	P1,272,758.29	P620,574.30	P10,765.48	P631,339.78	P621,758.72	P10,765.48	P632,524.20	— 48,518.42
Manila	P235,537.08	P342,061.74	P577,598.82	P304,314.06	P1,414,132.98	P1,718,447.04	P113,210.06	P1,414,132.98	P1,527,352.04	— 6,533.13
Marinduque	P80,536.74	P76,554.27	P157,091.01	P70,925.78	P21,711.48	P92,637.26	P55,148.14	P21,711.48	P76,859.62	— 30,770.67
Masbate	P82,332.67	P72,353.06	P154,685.73	P70,925.78	P3,082.55	P73,908.33	P55,148.14	P3,082.55	P78,230.69	— 92,511.43

Mindoro	122,264.59	125,083.26	15,518.49	120,075.77	260,627.52	123,216.78	13,866.29	99,721.67	236,804.74	+	23,822.78
Misamis	228,606.08	244,785.48	7,905.68	234,038.79	486,629.95	360,951.06	7,831.11	262,999.64	498,381.81	—	11,751.86
Mountain	354,944.73	360,126.40	77,169.42	265,851.16	703,146.98	380,954.69	105,301.68	238,501.68	704,758.05	—	1,611.07
Nueva Ecija	322,853.63	336,892.44	7,988.00	334,786.95	729,667.39	295,057.02	141,202.57	372,137.68	808,457.27	—	78,789.88
Nueva Vizcaya	101,825.17	105,000.92	44,301.62	64,976.23	214,278.82	104,882.08	56,242.74	61,138.57	221,313.39	—	7,034.57
Occidental Negros	435,288.05	487,713.11	26,827.24	538,966.47	1,053,506.82	426,108.14	25,158.26	526,027.06	977,298.46	+	76,213.36
Oriental Negros	306,278.55	307,307.54	17,016.38	283,048.25	607,372.17	301,068.22	83,820.07	243,201.37	628,089.66	+	20,717.49
Palawan	132,794.54	132,794.54	14,020.82	94,754.05	241,563.41	113,882.12	11,611.36	71,914.77	197,408.25	+	44,161.16
Pampanga	236,038.78	326,261.03	23,866.03	348,860.92	704,687.98	327,508.76	34,470.18	368,568.29	730,547.23	—	25,859.25
Pangasinan	701,363.72	888,208.92	33,490.18	907,223.51	1,828,922.91	705,061.75	24,581.63	816,825.43	1,546,488.81	—	282,434.10
Rizal	300,988.85	321,454.77	7,935.00	370,958.07	700,297.84	280,748.98	8,170.13	483,134.59	772,063.70	—	71,755.86
Romblon	99,637.71	89,909.79	6,872.57	86,022.19	192,624.34	91,367.45	12,397.60	64,838.82	168,603.87	—	14,020.67
Samar	444,794.56	431,246.44	32,002.82	406,636.53	870,863.46	428,325.31	43,317.58	484,905.84	908,249.83	—	37,663.88
Sorsogon	211,448.93	220,206.96	6,208.88	216,297.05	444,812.40	273,210.66	32,270.69	177,062.18	488,543.53	—	43,730.63
Sulu	247,646.77	253,541.44	20,902.77	201,404.02	475,848.23	145,586.38	46,579.93	188,636.20	484,850.06	—	9,001.83
Surigao	167,109.32	159,489.53	17,096.38	131,093.79	307,679.70	161,586.29	16,155.22	196,687.16	374,493.67	—	66,748.97
Tarlac	243,484.98	260,370.61	19,285.15	279,955.41	559,611.17	244,659.65	88,049.24	258,450.43	559,185.92	—	26,874.15
Tayabas	278,069.21	302,963.88	13,202.48	414,947.44	731,113.80	273,246.09	41,258.16	308,576.92	824,184.70	—	38,080.37
Union	308,489.79	311,799.68	6,801.08	256,971.62	575,672.38	275,295.45	5,005.37	308,879.61	584,180.40	—	8,808.11
Zambales	127,148.28	143,170.56	11,082.16	121,500.40	275,753.12	150,763.88	8,673.13	113,291.48	274,718.49	+	1,034.63
Zamboanga	239,075.74	279,020.89	80,990.40	187,771.53	547,762.82	276,409.39	139,228.61	197,276.72	612,914.72	—	65,131.90
Department of Mindanao and Sulu		21,488.48			21,488.48	29,492.32			29,492.32	—	8,003.84
General Office	344,396.85	346,689.80			346,689.80	355,318.61			355,318.61	—	8,628.81
Insular schools	475,249.72	485,585.31			485,585.31	592,612.47			592,612.47	—	107,027.16
Office of the superintendent of private schools		11,198.74			11,198.74	8,211.05			8,211.05	+	2,987.69
Allotments undistributed	564,347.38	249,419.48			249,419.48	217,096.88			217,096.88	+	32,322.60
Sales income and revertible receipts	(207,416.84)	(348,840.61)			(348,840.61)	(255,847.73)			(255,847.73)	+	(92,992.88)
Total for all divisions	14,440,716.69	14,711,236.64	2,538,132.87	13,752,228.21	31,001,597.72	14,117,005.29	3,299,374.54	13,585,071.30	31,001,451.13	+	146.59
Plus permanent improvements											
Insular aid to provinces		143,836.79			143,836.79	196,820.06			196,820.06	—	52,983.27
and to municipalities			(74,500.00)	(9,031,159.26)	(9,105,659.26)	(20,768.14)	(8,875,784.76)		(8,896,552.90)	+	(60,106.96)
Purchase, publication, and distribution of <i>The Junior Citizen</i>		29,164.33			29,164.33					+	29,164.33
Net expenditures	14,440,716.69	14,884,237.76	2,463,632.87	4,721,068.95	22,068,939.58	14,313,825.35	3,278,606.40	4,709,286.54	22,301,718.29	—	83,773.71

No. 34.—*Summary of Property Transactions and Statement of Sales*

A table showing, by divisions and for the Islands, a summary of property transactions and a statement of sales during the fiscal year 1923.

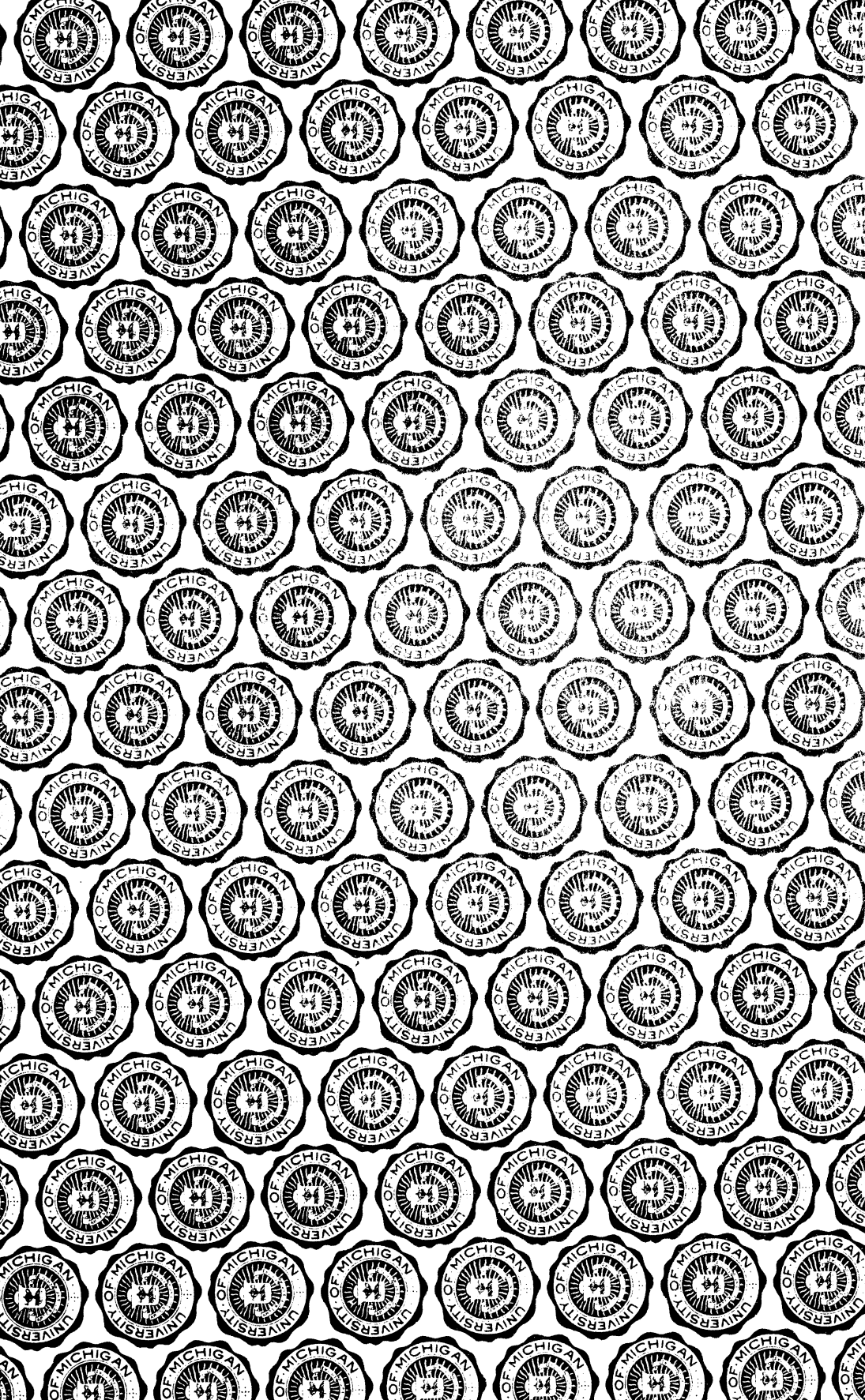
Item	On Hand January 1, 1923	Issued	Expended	Sold	On Hand December 31, 1923	Statement of Sales (Primary Textbooks, etc.)
Equipment:						
Abra	P31.32		(P936.23)		P967.55	P6,740.97
Agusan	182.60				182.60	2,195.79
Albay	1,261.89		18.79		1,243.10	12,193.20
Antique	1,078.35				1,078.35	6,205.74
Bataan	1,063.56				1,063.56	4,503.07
Batanes						91.47
Batangas	47.26			P43.69	3.57	14,791.90
Bohol	1,674.18				1,674.18	19,162.56
Bukidnon	271.65		12.90	5.25	253.50	283.06
Bulacan	41.73				41.73	12,622.57
Cagayan	1,106.70				1,106.70	17,273.52
Camarines Norte			(1,074.58)		1,074.58	7,638.84
Camarines Sur	1,139.99		5.99		1,134.00	20,261.03
Capiz	2,723.73	P29.40	25.20		2,727.93	14,373.90
Cavite	3,010.61	8.40	1,885.22		1,133.79	9,873.74
Cebu	1,147.32	2.94	19.45		1,130.81	45,724.44
C. L. A. S. ¹	78,781.24	1,516.11	3,285.50	306.24	76,705.61	3,753.52
Cotabato	2,634.16				2,634.16	531.74
Davao						875.99
General Office	97,140.08	250.00	(1,998.58)	31.25	99,357.41	5,497.50
General Sales Department						242,066.61
Ilocos Norte	7,303.15				7,303.15	14,687.95
Ilocos Sur	632.61				632.61	23,705.38
Iloilo	2,828.11		57.34		2,770.77	37,488.37
Industrial Museum	5,290.15		551.12		4,739.03	
Isabela	340.20			292.95	47.25	9,835.39
Laguna	255.78				255.78	18,885.12
Lanao	29.98	1,228.50			1,258.48	1,207.05
Leyte	6,212.00		54.56		6,157.44	25,441.13
Manila	38,690.21	2,654.68	811.19		40,533.70	58,662.51
Marinduque	117.60			20.78	96.82	5,393.79
Masbate	210.96		(10,152.45)		10,863.41	4,885.31
Mindoro	10.41				10.41	4,491.93
Misamis	1,055.78				1,055.78	12,418.60
Mountain	14,814.85		674.50		14,140.35	7,767.91
Nueva Ecija	259.61		66.21	178.28	15.12	25,478.83
Nueva Vizcaya	5.41		5.41			5,357.61
Occidental Negros	2,285.39	5.88	(1,735.57)	1,617.01	2,409.83	25,513.86
Oriental Negros	1,139.99				1,139.99	11,331.62
Palawan						2,741.66
Pampanga	570.97		(460.00)		1,030.97	13,854.61
Pangasinan	1,165.41				1,165.41	53,948.61
Philippine Nautical School	12,752.51	137.28	(3,205.50)		16,095.29	796.33
Philippine Normal School	54,999.14	1,885.40	168.45	50.55	56,665.54	14,716.73
P. S. A. T. ²	101,331.01	595.80	743.53		101,183.28	7,298.50
Rizal	34.34		15.23		19.11	15,614.09
Romblon	60.40				60.40	4,419.71
Samar	10,299.70	52.50	153.45	29.40	10,169.35	17,112.61
Sorsogon	11,554.46		1,330.98		223.48	10,747.22
Sulu	1,532.96		2.42		1,530.54	2,706.30
Surigao	330.75		330.75			5,676.85
Tarlac	1,971.31		3.47	78.75	1,889.09	20,381.11
Tayabas	2,315.24		90.48	459.25	1,765.51	15,013.52
Teachers Camp	82,008.35	3,656.17	1,955.20	110.50	83,598.82	54.59
Union	40.60				40.60	14,006.10
Zambales	12.96				12.96	8,278.50
Zamboanga	1,811.91	56.70	22.00		1,846.61	4,076.85
Total equipment	557,610.58	12,079.76	2,726.43	3,223.90	563,740.01	954,657.31

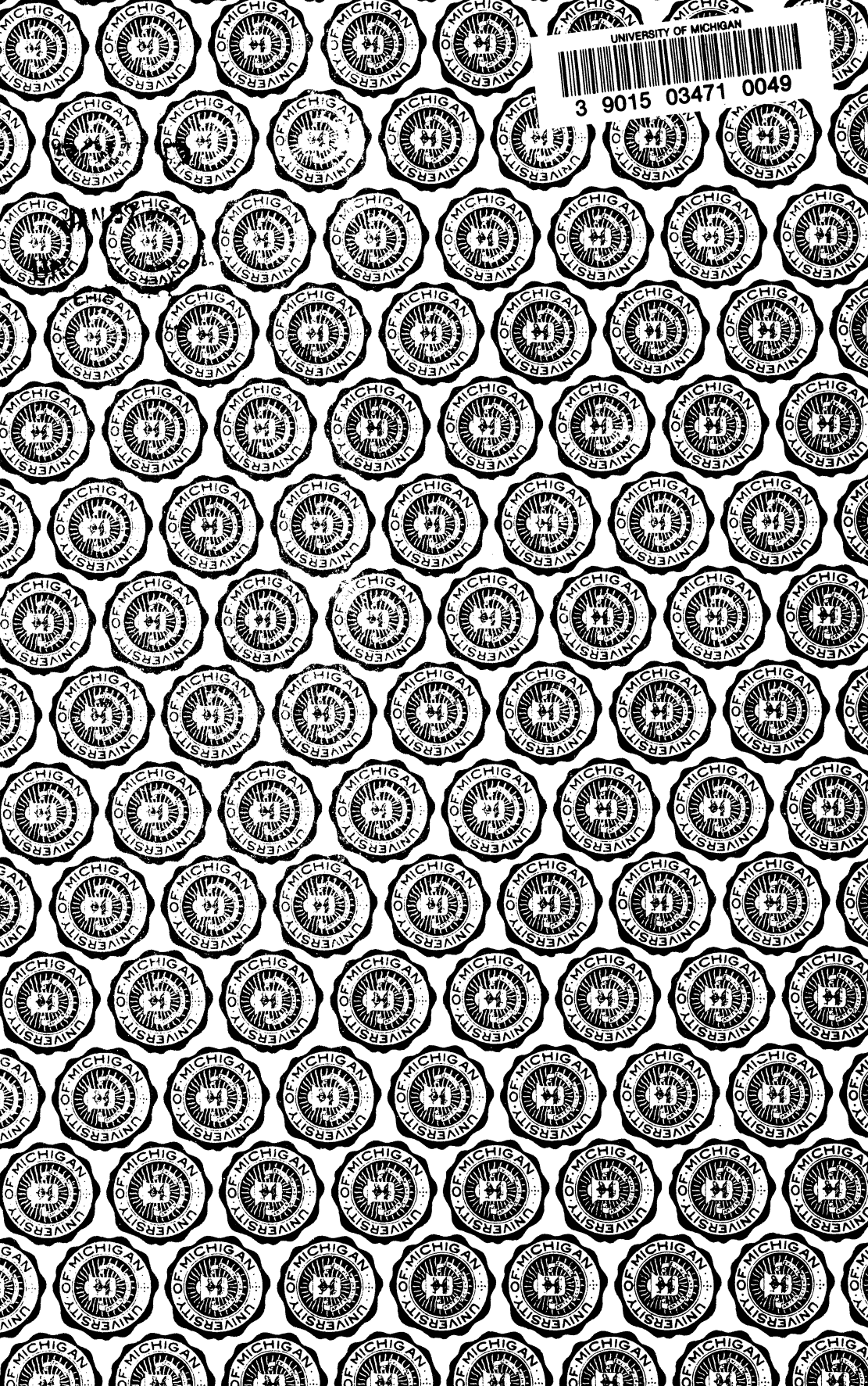
¹ Central Luzon Agricultural School.² Philippine School of Arts and Trades.

No. 34.—*Summary of Property Transactions and Statement of Sales—Continued*

Item	On Hand January 1, 1923	Issued	Expended	Sold	On Hand December 31, 1923	Statement of Sales (Primary Textbooks, etc.)
Land	643,907.57				643,907.57	
Buildings, Philippine School of Arts and Trades	41,430.00				41,430.00	
Buildings and improve- ments	1,811,306.05				1,811,306.05	
Irrigation head-control, canals, and laterals	59,562.21				59,562.21	
Water-supply head-con- trol, reservoirs, pump- ing stations, and con- duits	4,866.24				4,866.24	
Consumable supplies	4,177,945.43	779,793.05	229,133.41	589,670.47	3,394,958.84	
Salable supplies					743,975.76	
Grand total	7,296,628.08	791,872.81	231,859.84	592,894.37	7,263,746.68	954,657.31

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